

The Score

Newsletter of APA Division 5: Quantitative and Qualitative Methods

January 2016

Message From the President of Division 5

by Scott M. Hofer



Scott M. Hofer

MEMBERS OF DIVISION 5 have made impactful contributions over many years to the sciences of mind, brain, and behavior. It is an honor to serve the division as president and to work with so many dedicated colleagues on division activities. The transition into a New Year is a time to review the past and consider our many accomplishments. In terms of Division 5, it is a time to reflect on our role and how we can better support and influence the broader field of psychological inquiry in terms of quantitative and qualitative methods. As we kick off 2016, I offer a brief “top ten” list of possible resolutions pertaining to our division.

1. Take time to appreciate the history of our division. Begin by checking out the new website—and viewing the list of past presidents. The first president of Division 5 was L. L. Thurstone in 1946, who served as president of APA in 1933 and the Psychometric Society in 1936. His contributions to measurement and methods, particularly in the area of intelligence, were fundamental and impactful. I encourage you to read his 1952 autobiography; here is the introduction:

The biography of an individual scientist cannot be expected to be of general interest except when there has been a spectacular achievement or a colorful personality or both. The present case has no claim to either. Some students may find encouragement in knowing that something can be accomplished in spite of much floundering with objectives that do not seem as clear as they will in retrospect. (Thurstone, 1952)

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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
Qualitative Methods

[www.apadivisions.org/
division-5](http://www.apadivisions.org/division-5)

Message From the President

(Continued from page 1)

Our division has had its share of spectacular achievements and colorful personalities and a great preponderance of both. Let's celebrate our accomplishments, while remaining mindful of Thurstone's humility.

2. Take on challenging methodological problems to build better psychological science. I do find encouraging Thurstone's reflection on accomplishments in new and perhaps ill-defined areas of brain and behavioral research. Breaking new ground does not usually come easy, and perseverance is essential.
3. Critically evaluate and encourage use of methods. It often takes many years for a better method to make its way into use by the broader field, if it ever does. We all need to do a better job of identifying best methods and encouraging their use (while discouraging use of less optimal ones). One way to do this is through increased collaboration with colleagues who have primarily substantive research goals.
4. Support early career scholars and students in developing methodological expertise. One way to achieve the aim of seeing greater application of new and best methods is to encourage our students to collaborate on papers that advance substantive theory through advanced methods and measurement. This has immediate impacts on the broader field of psychology.
5. Provide training in methods. We can do more at our annual convention to provide training in methods and I encourage you to consider providing a workshop at the annual meeting. There are many opportunities for workshops at other conferences (e.g., APS-SMEP) and universities, but not enough going on at the APA convention.
6. Contribute to the broader field of quantitative and qualitative methods. Division 5 is one of several organizations supporting quantitative methods (i.e., Psychometric Society, Division D of AERA, Association for Psychological Science, Psychonomic Society, Society of Multivariate Experimental Psychology). We've been discussing how we might best increase cross-organization collaboration, support for early career scholars, and exchange of ideas in a more general venue.
7. Engage in major national and international initiatives. There is great potential for psychological methods to contribute directly to other disciplines and support major national and international initiatives, such as precision medicine and early detection of dementia-related change. Our expertise in measurement models, predictive analytics, and within-person research design are fundamental for health-related research and evaluation of preventative interventions. Many of the key interventions are lifestyle choices and behaviors and Division 5 members have much to offer and many are doing so already. But we can do more and publish in areas outside of psychology with references back to quantitative and qualitative psychological methods.
8. Find common ground between quantitative and qualitative methods. The individual is largely the focus in psychological science and forms the natural bridge between methodological approaches. There is much to gain from considering both approaches within the same research area and we need to encourage more collaborations along these lines.
9. Contribute to our new website: <http://www.apadivisions.org/division-5/index.aspx>. Our new site is only recently up and running. Please let us know what you think and what else you would like to see on the site.
10. Encourage new leadership. Please consider joining the leadership of Division 5 and advancing some of the above activities. We welcome your contributions and ideas!

I have high hopes for 2016 and beyond. Cheers and best wishes for a happy and productive New Year!

Reference

Thurstone, L. L. (1952). L. L. Thurstone. In Gardner Lindzey (Ed.), *A history of psychology in autobiography Vol VI* (pp. 294-321). Englewood Cliffs, NJ: Prentice Hall. https://www.brocku.ca/MeadProject/Thurstone/Thurstone_1952.html ■

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 con-

vention 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.

Bylaws Changes: Ready for a Vote

In 2014, Division 5 members voted to change the title of the Division to the “Division of Quantitative and Qualitative Methods” to reflect the addition of the Society for Qualitative Inquiry in Psychology to Division 5. The change in the name required change to the bylaws of the Division. During the next year, members of Division 5 will be asked to vote on these bylaw changes. The bylaws for the Division were revised to change the name of the division and to allow for three

sections, (1) Evaluation, Measurement and Statistics, (2) Assessment, and (3) Society for Qualitative Inquiry in Psychology. The bylaws were changed so that each member will pick one section as a voting section. Members are asked to pick one voting section to identify one section as their primary interest.

In addition, each section now has their own bylaws. The bylaws for Evaluation, Measurement, and Statistics and Assessment are identical to the original

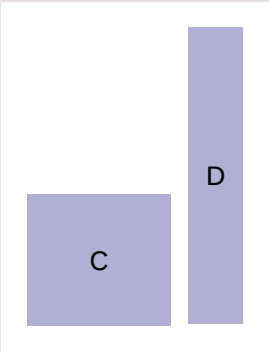
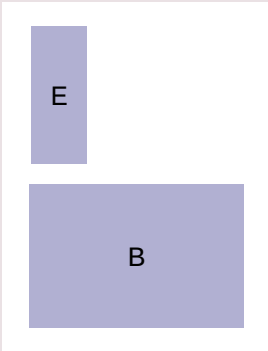
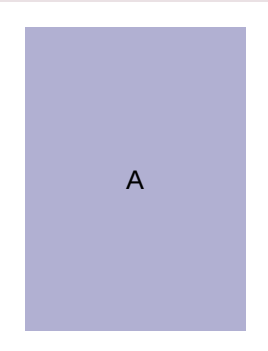
Division 5 bylaws except for changes to reflect status as a section of the division. The bylaws for the Society for Qualitative Inquiry in Psychology are also similar to original bylaws but contain a few changes mainly clarifying information about officers of the division. The Assessment and Evaluation, Measurement, and Statistics sections have wording that allows for selection of officers if such officers are desired in the future.■

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.



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Dissertation Award

Unacknowledged Truths About Sexual Violence

by *Dusty Johnstone*

Editor's Note: Dusty Johnstone is one of the winners of the inaugural Division 5 Qualitative Dissertation Award. I asked Dusty to write about her research after attending her award address at the 2015 APA Convention in Toronto. I found her talk to be intense, moving, and unlike any other presentation I'd seen at an academic meeting. Listening to her, and reading her work, gives one a sense of the intellectual space that qualitative researchers seek to explore.



Dusty Johnstone

MY RESEARCH is about women's experiences of trying to label the sexual violence that they have experienced. I have struggled with how to tell this story—to tell their stories.

I believe that when we speak about rape we need to strive to achieve what Rebecca Campbell (2001) refers to as emotional justice. We need to honor the truth of the experience that we are representing. When we render rape in conventional academic discourse, we tend to intellectualize and sanitize it. We risk losing essential aspects of the experience in our representation of it.

The women I am trying to represent are those who would be categorized within the literature as unacknowledged rape victims. This means that they have had an experience that meets legal definitions of rape, but for one reason or another when asked if they have ever been raped or sexually assaulted they will say “no.” The existing research has taught us important things by measuring unacknowledged rape and correlating it with a myriad of variables. For example, we know that when women are assaulted by someone with whom they have had an intimate relationship, it can be particularly difficult to label

the assault. We also know that assaults that occur when victims are too intoxicated to consent are usually more difficult to label than assaults that occur as a consequence of force. This knowledge is valuable, but it fails to capture what it means to process and label an assault. What we have missed, to date, are the words of women themselves. My work has been about bringing their voices into the research.

A story: “Grace” (a pseudonym) came to my office to participate in an interview on her experiences with sexual coercion. At the beginning of the interviewing I asked her to complete a short questionnaire that allowed me to assess whether she had ever been raped. She circled “Yes” that she had experienced penetration when she was too intoxicated to resist. She circled “No” on an item that asked if she had never been raped. Later in the interview I came back to this experience and invited her to tell me about it.

Grace was 18 when this experience occurred. She was in her first year of university and had just broken up with a long-term boyfriend, which was devastating. She made friends with a guy from class who had also just broken up with his long-term girlfriend. Over the course of a month they commiserated and offered validation and support to one another. When he invited Grace to attend a dance at the campus pub she shrugged her shoulders and thought “why not?” He picked her up in a truck with his friends and promptly offered her a large liter-sized bottle of an alcoholic mixed drink. Anxious about drinking while in the car, Grace waited until they arrived at the parking lot and then chugged it upon his encouragement. She was underage but his friends continued to buy drinks for her. Midway through the night her mouth felt dry and tasted bad.

She wanted to get the gum she had left in the truck. Her friend offered to accompany her and urged her to get in the truck to get out of the cold. Grace was barely cognizant of what happened from this point. Her next memory is of having her clothes removed. She recalls barely being able to feel her body and not realizing right away that her friend was having sex with her. She tried to tell him no but he assured her that “nothing was happening.”

I use the analytic procedures of the Listening Guide, which was developed by Lyn Mikel Brown and Carol Gilligan (1992). One stage of the analysis involves identifying all of the first person pronouns and adjacent words and listing them in order, as the lines of a poem. This allows the reader to focus their attention to the narrator's voice. This is an excerpt drawn from Grace's “I Poem.”

I wanted gum
I was gonna
I wanted to go back to the truck
Before I knew it
I honestly
I was so drunk
I couldn't feel my body
I had no idea
I had no idea that...
I was, it kind of clicked after
I was like, what are you doing?
I was...
I didn't know what was going on
I... like, I was like, oh my gosh stop
I was so drunk out of my mind

When I asked Grace how she felt following the experience, she said the following:

I was just really numb
I didn't put too much
I didn't really think about it until
I felt like a huge slut, like a huge whore

After Grace shared her story I asked her how she would label that experience, and she shared the following.

I know it was kind of rape. I know in a general sense that is kind of what it is, but I have a really hard

time coming to reality with that, like I have a hard time ... 'cause I know people, most people who have been raped, it's been a lot more traumatic. So I can't really call it that because it didn't, like affect me that badly in the long run, I don't think.

But Grace did go on to tell me what changed in her life. She talked about how guarded she was when she went out now. She described how she felt so “used up”, how it changed how she experienced sex, how she viewed sex. She told me that the most shameful thing about the experience was that it revealed what a whore she was.

Grace continued to go to school, she continued to see this man. She never told her friends or her family; she never sought help; she never reported the incident. She just went about the business of trying to get an education while quietly carrying this seething sense of shame and violation.

I have shared Grace's story because the primary aim of this research was to bring voices to the work. Until this point, the research literature has lacked authentic narratives that document categories of lived experience. We have talked about unacknowledged rape rather than women who have unacknowledged experiences of rape.

In my research I listened to the stories of women who were unacknowledged victims of rape. I sat with them, I bore witness to their stories, and I listened to their process of labelling, of trying to understand and making sense of what has happened to them. And in doing this it became all the more clear to me that the dichotomized categories we have relied upon to study the experiences of these women are inadequate. Because the reality is, women are able to both know and not know an experience as rape at the same time.

They struggle to know because they believe “it was kind of my fault—I shouldn't have had so much to drink” or maybe because “this happens all the time—if rape is a deviant event then this can't be rape because it's happened to my friends before,” or maybe because “it could have been worse, so it doesn't really count.”

But at the same time, women can also know. Know that it wasn't ok, know that it was a violation. They know because of the distress that they experience. They know because of their certitude that they didn't want what happened; they never wanted it. They know because they didn't consent; they couldn't consent.

There is a dialectical tension between knowing and not knowing. There is ambivalence, and if we look to it we may see a way forward. Why must we move forward? Because knowledge is not politically innocent, and because I believe that we cannot change what we cannot name. We must lean into the discomfort of ambivalence, to understand how we can validate women's knowing, validate their lived experiences, and affirm their value in a society that serves to silence and dismiss.

Ardener (1975) and DeVault (1999) have spoken to the processes by which researchers translate the experiences of women, and other socially muted groups, into standardized vocabularies of experience. When we dichotomize women's experiences of sexual violence into categories of “raped” or “not raped,” we contribute to this tradition. Inviting women's voices into the research is a way to directly access their language and to move beyond a narrow and prescribed vocabulary of experience. By inclusion of qualitative methods in our study of rape acknowledgement we can create space for the complexity and intensity of labeling an experience that can otherwise feel beyond translation.

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Suicide Risk Assessment: Pitfalls and Potential Improvements



Colleen Reichmann

by Colleen Reichmann

SUICIDE RISK ASSESSMENT refers to determining clinical risk of suicide in the near future. Assessing for risk of a suicide is one of the most important and common parts of clinical practice. The importance of this practice is highlighted by the fact that it can, quite literally, mean the difference between life and death. However, this type of assessment also happens to be one of the most challenging exercises that clinicians face, for a variety of reasons.

The most challenging part of suicide risk assessment is simply that it involves predicting an inherently unpredictable act. Suicide risk assessment generally occurs in two forums: self-report questionnaires and interviews with clinicians. Hence it is ultimately the decision of the patient as to whether to disclose suicidal ideation or intent. To disclose such intent involves an intrinsic desire to be identified on some level, which can also be considered a cry

Additionally, and problematically, empirical evidence is inconsistent when it comes to assessment and intervention with persons at high risk for suicidality. While there are a number of well-established risk factors for suicide (including being male or older, having a family history of suicide, past suicide attempts, being divorced, being unemployed, having intention, having a plan, feeling hopeless, substance abuse, having means, and low impulse control), and there is some strong research to indicate that the strongest predictor of suicide is a previous attempt, there is little research about the utility of assessment tools in identifying suicide risk.

Many clinicians report relying on “gut assessments” for suicide risk (Pokorny, 1982). This is problematic for a variety of reasons. First and foremost, gut assessments are subjective, and can be influenced by day-to-day fluctuations in personal events and moods. Additionally, research strongly suggests that the

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The most effective way to assess suicidality may be a more comprehensive path that involves integrating knowledge of the patient's clinical history as well as external and internal risk factors.

for help. The problem here stems from the fact that many truly suicidal patients do not wish to be identified. Hence it becomes all but impossible to use a brief self-report instrument to discover suicidal potential when the individual does not want to reveal the threat. Research indicates that approximately 25% of suicidal patients deny suicidal ideation when directly asked (Robins, 1981).

majority of clinicians cannot accurately predict when and if their patient will attempt suicide (Pokorny, 1982). Hence gut assessments are clearly not a valid or ethical means of assessing suicidality. Many clinicians also depend on clinical interviewing skills and certain valued questions to assess suicide risk (Sullivan & Bongar, 2006). This can also be problematic, in that there are no empirically validat-

ed guidelines for how many and what type of questions to ask.

Brief self-report scales are also used to assess for suspected suicidality, especially by clinicians who treat patients in settings with a rapid rate of patient turnover (Simon, 2009). Among these self-report scales are the Beck Scale for Suicidal Ideation (BSS; Beck, 1991), the Self Harm Behavior Questionnaire (SHBQ; Gutierrez, et al., 1998), the Suicidal Ideation Questionnaire (SIQ; Reynolds, 1987), and the Reasons for Living Inventory (RFL; Linehan et al., 1983.). The tools vary somewhat in the types of questions asked and the populations that they target (for example, the SHBQ was developed for use among adolescents). However, all of these scales have similar disadvantages. That is, they are all self-report; hence they all have the strong possibility of concealment and provision of misleading information by those at a high risk of suicide. Also, it is difficult to determine the validity and reliability of these measures, given the act that they are meant to identify.

Because the stakes are so high in suicide risk assessment, it seems that no single method can provide a complete measure of risk. Hence, the most effective way to assess suicidality may be a more comprehensive path that involves integrating knowledge of the patient's clinical history, as well as external and internal risk factors. Information about protective

factors should also be gathered. Clinical interviews should always be combined with at least one self-report measure. "Gut feelings" are important and clinicians should take care to draw upon their clinical instincts and past experiences when making decisions; however, these feelings should never be the sole determination of the measure of suicidality of one's patients. This comprehensive approach clearly takes more time than any single method. However, the potential consequences of a false negative are high enough to warrant any extra time and consideration necessary.

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Member Services

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Website: www.apadivisions.org/division-5

Journals: You can see which journals you have paid for and access them online at www.apa.org via your myAPA profile. You will need to log in with your user ID or email and password. The journals are *Psychological Assessment*, *Psychological Methods*, and *Qualitative Psychology*.

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

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

For help with membership issues, including changing address and email, contact the division office at division@apa.org or 202-336-6013.

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

Big Data at Work
Edited by Scott Tonidandel,
Eden B. King, and Jose M.
Cortina
Published in November
2015 by Routledge (\$64.95
paperback; \$145 hardback)

The amount of data in our world has been exploding, and analyzing large data sets—so called big data—will become a key basis of competition in business. Statisticians and researchers will be updating their analytic approaches, methods and research to meet the demands created by the availability of big data. The goal of this book is to show how advances in data science have the ability to fundamentally influence and improve organizational science and practice. This book is primarily designed for researchers and advanced undergraduate and graduate students in psychology, management and statistics.

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Reproducible Research with R and RStudio, Second Edition brings together the skills and tools needed for doing and presenting computational research. Using straightforward examples, the book takes you through an entire reproducible research workflow. This practical workflow enables you to gather and analyze data as well as dynamically present results in print and on the web. The book details a reproducible research workflow, from data gathering to the presentation of results, shows how to automatically generate tables and figures using R, includes instructions on formatting a presentation document via markup languages, and discusses cloud storage and versioning services.

Statistics without Mathematics
By David J. Bartholomew
Published in November 2015
by Sage (\$43 paperback;
\$100 hardback; \$25.69 Kindle
Edition)

This is a book about the ideas that drive statistics. It is an ideal primer for students who need an introduction to the concepts of statistics without the added confusion of technical jargon and mathematical language. It introduces the intuitive thinking behind standard procedures, explores the process of informal reasoning, and uses conceptual frameworks to provide a foundation for students new to statistics. It showcases the lay expertise that comes from living in a data-saturated society, increases our statistical literacy and gives us the tools needed to approach statistical mathematics with confidence. Key topics include: variability, standard distributions, correlation, relationship, sampling, and inference.

Qualitative Research from Start to Finish (Second Edition)
By Robert K. Yin
Published in July 2015 by
Guilford Press (\$51 paperback;
\$97.75 hardback; \$51
eBook)

This book will help readers understand the practice of qualitative research—whether they want to do it, teach it, or just learn about it. All the major research phases are encompassed (startup, design, data collection, analysis, and composing), including newly emerging trends. Numerous easy-to-read vignettes show how other scholars have successfully implemented specific procedures. Equally distinctive, the book presents qualitative research as an adaptive craft. The array of choices among different procedures and methods enables readers to customize their own studies and to accommodate different worldviews and genres. New to this edition is a stronger discussion of different worldviews, clearer emphasis on doing a generalized qualitative study, and expanded discussions of mixed methods. ■