

The Score



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DIVISION 5 PRESIDENT MESSAGE

Deborah Bandalos

I am honored to have been elected as the president of Division 5, one of the charter divisions of APA. As previous presidents have noted, Division 5 has a long and distinguished history within APA, but we have had our ups and downs with regard to membership and finances. Last year we lost one of our two seats on APA Council because we were unable to muster a sufficient number of votes in the annual apportionment process. By the time this article is published, the apportionment process for 2023-24 will have taken place and I sincerely hope to be able to report to you that we have gained back our second seat. It is crucial that Division 5 is able to provide perspective on issues facing the APA membership, and Council seats are an important part way for us to provide this feedback. In particular, Division 5 Council representatives provide key guidance on issues pertinent to quantitative and qualitative methods, assessment, and measurement.

The first Guiding Principle listed in [APA's Strategic Plan](#) is to “build on a foundation of science” and in my opinion members of Division 5 are among the best equipped to help APA further that goal. In response to repeated requests from the various APA Divisions, the APA Science Directorate has promised to issue public calls for scientific expertise on issues facing the Association. These requests will provide opportunities for Division 5 members to deliver feedback on such issues and to demonstrate the value of our division's expertise. I urge Division 5 members not to be shy about responding to these requests for expertise.

Another pillar of APA's Strategic Plan is to “champion diversity and inclusion.” One initiative in this arena that I find particularly pertinent to Division 5 members is APA's [Historical Chronology](#). Although I expect that many of you have already read through this document, I briefly describe it here for those who have not yet had the chance. The document was written in collaboration with the Cummings Center for the History of Psychology at the University of Akron and delineates the contributions of psychology to beliefs in racial hierarchy and to the perpetuation of inequality for people of color in the U.S. Of particular interest to Division 5 members are frequent references to the eugenicist beliefs of many past leaders in testing and assessment. None of this will come as a surprise to Division 5 members, as the unsavory roots of much of psychological testing has been the focus of debate for many years. But the fact that APA has publicly called out these contributions is, in my view, a step in the right direction.

Discussions of the eugenicist origins of psychological testing and of the adverse impacts of test results on members of minoritized groups are not new. As Anne Anastasi and Susana Urbina stated in their discussion of cultural differences in ability testing, “... no single test can be universally applicable or equally ‘fair’ to all cultures. ...Every test tends to favor persons from the culture in which it was developed” (Anastasi & Urbina, 1997, p. 342). These ideas are stated more directly by Jennifer

Randall (2021) who, speaking in the context of construct validation, states that “when the domain is left open for interpretation by individual assessment designers, who are disproportionately white ..., they will bring their unconscious and implicit biases to those interpretations” (p. 3). Randall points out that the resulting racial differences in educational test scores are often explained by the fact that minoritized students may not have had adequate exposure to the material on the tests - the so-called “opportunity to learn” argument (see the *Standards for Educational and Psychological Measurement*, 2014, p.56). As Randall notes, this argument neatly sidesteps the more fundamental issue that the test content is likely that valued by the dominant White culture rather than by BIPOC communities, calling into question the need or motivation for BIPOC students to learn it, opportunity or no.

Randall’s statements refer to educational assessments, but the same logic applies to psychological assessments. This is easy to see in the context of ability or intelligence tests, which, as Anastasi and Urbina have pointed out, reflect the (White) culture on which they were based, and it is not too much of a stretch to extend the logic to most psychological tests. For one example of the influence of White culture in testing, we need look no further than the language in which tests are written, Standard American English (SAE). This is the language taught in U.S. schools, drilled into us by high school English teachers, and insisted upon by scorers of writing assessments. But why is this? SAE is not the only version of English spoken in the United States. African American Vernacular English (AAVE) is a language used by a large swath of the U.S. population. AAVE has its own rules and syntax that, linguistically, are as “legitimate” as those of SAE, making it difficult to argue that the SAE linguistic system is in some way “better” than that of AAVE. SAE is used in testing simply because it is the currently accepted language system in the U.S. While this may be obvious, I bring it up as an example of the unconscious control exerted by the dominant White culture in psychological and educational testing.

So what are we, as professionals in the fields of methodology, measurement, and assessment to do? Are correlational and factor analytic methods inherently flawed through their eugenicist origins? Can QuantCrit methods, informed by Critical Race Theory, provide quantitative methodologists with the tools to conduct more critical, nuanced, and racially just research (see Garcia, Lopez, and Velez, 2018, and accompanying volume)? Is it possible to create tests that reflect the entirety of U.S culture, or are tests doomed to be biased toward the majority culture?

These are provocative questions, and deliberately so. But I hope I have piqued your interest to the extent that you will consider attending the 2024 APA Convention August 3 - 5 in Washington, DC, where Division 5’s program focus will be on such issues. I am very pleased to announce that Dr. Tufuku Zuberi, author of the books *White Logic*, *White Methods: Racism and Methodology* and *Thicker Than Blood: How Racial Statistics Lie*, will be the invited speaker for Division 5’s convention program. (Dr. Zuberi’s talk has been generously sponsored by the Missouri Prevention Science Institute (moprevention.org)). Plans are also in the works for a panel to discuss ways of incorporating DEI issues into our coursework in quantitative methods and measurement. I hope to see you at the convention!

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A SCIENCE-DRIVEN MODEL FOR CONCUSSION EVALUATION: OVERVIEW OF THE SPORTGAIT PLATFORM

Len Lecci

The quantitative assessment of the sequelae of concussion is of increasing importance given the prevalence of concussions, also referred to as mild traumatic brain injuries (mTBIs), and our evolving understanding of the adverse consequences associated with their clinical mismanagement (e.g., Daneshvar et al., 2011). For example, when individuals return to activities such as sports when they have not fully recovered, their risk of subsequent concussive and orthopedic injury is markedly elevated (e.g., Jildeh, Meta, Young, Page, Nwachukwu, Westermann, & Okoroha, 2021; Nyberg, Mossberg, Lysholm, & Tegner, 2015). This highlights the need to properly assess concussions and their sequelae.

Over the last two decades, a large number of measures have been introduced into the concussion assessment market, many of which have little or no empirical data to support their use. Obviously, in the absence of scientifically vetted research, measures should not be adopted. However, even among those measures that have been widely adopted (e.g., ImPACT), a number of psychometric shortcomings have been consistently articulated in the literature (e.g., Brollio et al., 2007; Farnsworth et al., 2017). In fact, the nature and extent of the psychometric problems with the most widely used measures is such that researchers have concluded that they should not be used (e.g., Houston et al., 2020). This means that health providers who are involved with concussion assessments have limited options for properly quantifying the nature of a concussion and return-to-play decisions.

A recently suggested alternative approach is to use the scientific literature to: 1) Identify the common sequelae of concussion that should be targeted for assessment, 2) Identify existing measures that already assess those domains and have established norms, reliability, and validity, and 3) Incorporate those measures into a battery in order to assess their combined predictive utility (Lecci et al., 2018). This three-step, science-first, approach was adopted when developing the SportGait platform.

Building on decades of research, a 2017 consensus statement of the Concussion in Sport Group (CISG) recommended that both neurocognitive and neuromotor (gait and balance) measures be included to capture the common sequelae of concussion (McCrory et al., 2017). With respect to the neurocognitive domain, the extant literature suggests that the neurocognitive symptoms of mTBI can be captured by measures of executive control and processing speed (Dehaan et al, 2007; Halterman et al, 2005; Paré et al, 2009). Among the more longstanding measures of executive control and processing speed are continuous performance tests (CPTs) that follow the non-X paradigm. For example, the Conners CPT requires individuals to respond when a letter other than an “x” appears on the screen, and to withhold responding when the letter “x” appears on the screen. Although the Conners CPT has been widely used to assist in the diagnosis of attention deficit disorder, this type of task was first validated over a half century ago as a means of identifying brain injured patients (Beck et al., 1956). Subsequent research showed that CPT scores are sensitive to the effects of recently

concussed individuals (Keightley et al., 2010), predict post-concussion remediation (Galbiati et al., 2009) and grey matter concentrations in those with concussion histories (Gale et al., 2005), and scores show improvement over several hours post-concussion, even when brain imaging fails to show any effects (Naunheim et al., 2008). More recently, data suggest that both the full length Conners CPT, as well as a 7.5-minute version, can significantly predict concussion outcomes; achieving effect sizes characterized as large to very large (Lecci et al., 2020; 2021). Importantly, the Conners CPT3 results in effect sizes that are 5-6-fold larger than those of other neurocognitive measures, and it achieves these effects sizes despite the assessments occurring an average of 3 to 4 weeks after the concussion has occurred (Lecci et al., 2020; 2021). Thus, the Conners CPT3 was selected as the neurocognitive component in the platform.

The platform also includes measures of balance (the Balance Error Scoring System or BESS) and gait (the National Institutes of Health 4-meter gait), both of which have been widely used and have excellent norms and established reliability (e.g., Peters et al., 2013). Moreover, these measures have been shown to be psychometrically sound and predict concussion outcomes (e.g., McCrea et al., 2004; Parker et al., 2006). More recently, when assessed along with the Conners CPT3 within the same platform, the neurobehavioral measures were found to predict substantial and unique variance in concussion outcomes (Lecci et al., 2020).

The platform also includes an automated gait assessment using accelerometers, that create a gait waveform known as the BioKinetoGraph (BKG). The BKG quantifies gait variables organized under the broad domains of power (amplitudes), stability (balance), stride (speed within segments of the gait cycle), and symmetry. BKG variables can be reliably assessed and they converge with other validated measures of gait (Lecci, Dugan, Zeiger, et al., 2022). The BKG also predicts concussion outcomes such as the return-to-play decisions of a pediatric neurologist (Keith et al., 2019), and the endorsement of concussion symptoms; with BKG accelerometer data out predicting the NIH 4-meter gait test and the BESS combined (Lecci, Dugan, Zeiger, et al., 2022).

More recently, research has shown that the CPT3 and BKG can be reliably collected using an App on mobile devices (e.g., Lecci, Dugan & Woodley, 2022; Lecci, Williams, Dugan et al., 2022). The SportGait Mobile app is relatively brief, with a duration of under 10 minutes to assess symptoms, neurocognitive and neurobehavioral functioning, and mood. Because mobile devices are widely available, this allows for remote data collection without the use of cumbersome or expensive equipment. The potential to collect additional data either in between medical visits or before an individual can be scheduled for a more comprehensive evaluation, can be critical to better elucidating the nature and course of a concussive injury.

Importantly, the SportGait platform was developed to be extensible, as opposed to fixed. The rationale for this approach is that as science and technology evolve, the platform can likewise change to accommodate new findings. As an example, recent research suggests that neuro-ophthalmic abnormalities, including the pupillary light reflex, accommodation, convergence, stereoacuity, and saccades, can occur secondary to experiencing a concussion (e.g., Pillai & Gittinger, 2017). This resulted in the addition of ocular functioning to platform. Similarly, research suggests that mood symptoms are common sequelae of concussion (Sandel, Reynolds, Cohen, et al., 2017), and may even define a specific concussion subtype (Lumba-Brown et al., 2020). As a result, an assessment of mood is also included in the platform. The flexibility of the platform to include the assessment of other domains is critical to keeping the tool at the forefront of science, and research continues to investigate whether additional domains can add significantly to our understanding of concussion.

The platform has been used to help inform diagnostic and return-to-play decisions by a wide range of health practitioners including primary care and ED doctors, athletic trainers, and the like. It has also been used for preseason and baseline testing, and as a screener to identify individuals who might be better served with a more comprehensive neuropsychological evaluation following a suspected injury. Each test in the platform allows for normative comparisons (i.e., how one's scores compare to those of a similar age and gender) as well as self-referenced comparisons, whereby scores are compared to previously collected data points (e.g., baseline data or previous test scores collected during a return-to-play protocol). The platform is also fully compliant with HIPAA and cybersecurity standards (i.e., passing SOC-2 Type audits for use in hospital systems), thereby making it functional in large medical settings, as well as for individual practitioners.

Research continues to define, refine, and challenge our best methods for assessing the consequences of concussion. Having a flexible platform that can accommodate the emerging research literature is critical to meeting that challenge.

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ASSESSING ATHLETE MENTAL PERFORMANCE: WHAT TO MEASURE & HOW TO MEASURE IT

Peter Papadogiannis

Aly Ennara

For many years, sport psychology researchers have debated about which mental skills are relevant to athlete performance. Over the years, this debate has led to an assortment of different methods and measurement of athlete mental skills and competencies. Because of this, there is confusion about the utility of these measures and their validity when examining athlete mental skills. Durant-Bush et al. (2022) recently examined the literature in sport psychology and postulated that there are several psychological skills/competencies that are vital to consistently achieving high levels of performance in sport. These skills/competencies can be grouped under 3 general areas: Fundamental (motivation, resilience, and self-confidence), Self-regulation (self-awareness, emotion, attention control, arousal regulation and stress management), and Interpersonal (relationship management, leadership, communication, and teamwork). Thus, the need for new measurements that focus on these broad-based mental skills/competencies is crucial for continued research and future application with athletes and sports teams.

Conceptualization of HeadSet's Mental Skills Survey for Athletes (MSSA)

MSSA is a 99 item self-report instrument that measures five separate athlete mental skills. The mental skills include Self-Awareness, Regulation, Self-Confidence, Resilience, and Motivation. The MSSA was initially conceptualized based on the foundational work of Walter Mischel and Yuichi Shoda's Cognitive Affective Processing System (CAPS) model (1995), and then continued through an extensive sport psychology literature review to understand which mental skills are important to athlete performance. CAPS is a framework which explains consistency and variability in behavior across different situations. The CAPS model focuses on cognitive processes, emotions, and motivational factors that influence the dynamics of the situation and in turn influences the way a person responds to the situation. There are five interacting domains of the CAPS model which include encoding strategies, affective responses, expectations and beliefs, competencies, self-regulatory strategies, and goals and values.

Sport psychologist Ronald Smith (2006) illustrated the utility of the CAPS model for construct elaboration, assessment of individual differences, and interventions in sport psychology. In various sport scenarios, athletes will look at their surroundings and sort the information into categories to better organize the information. The athletes also hold beliefs and expect certain outcomes from the situation. For example, before facing a pitcher in baseball, a batter will typically encode information regarding the pitcher they are facing (and the environment around the pitcher) and will have beliefs and expectancies about that pitcher. The batter will generate outcomes and affect based on the beliefs and this will impact their future sport behavior. As demonstrated, there are many variables that

are intertwined into this model which makes it comprehensive, yet descriptive of how performance and mental skills are linked.

Mental Skills Survey Structure & Application

Definitions have been provided for the five separate mental skills (Self-Awareness, Regulation, Self-Confidence, Resilience, and Motivation) as shown below. There are also four moderator variables that are included on the MSSA: Competition Planning, Self-Talk, Distractibility, and Social Support

Self-Awareness: assesses whether an athlete demonstrates awareness of their strengths and development areas, as well as having insight in order to understand the link between mind and body in response to changes that occur in the athlete's environment.

Regulation: assesses how the athlete is able to alter and control emotions and behavior in order to succeed at a specific task to maximize performance.

Self-Efficacy: measures how much belief an athlete has in his or her ability, as well as the required effort needed to successfully deal with current and future challenges.

Resilience: measures the ability to effectively cope, adjust, and recover from adversity in order to enhance performance excellence.

Motivation: assesses the intrinsic need to strive for competence, enjoyment and well-being. Motivated athletes are prepared to make the appropriate sacrifices to achieve excellence.

Initial validation of the MSSA was conducted with 486 athletes from various sports and ranged in age from 16 to 64 years. Participants were predominantly selected from baseball, hockey, basketball, volleyball, soccer, as well as marathon and ½ marathon runners (Papadogiannis, 2021). Athletes record their responses on a 5-point Likert scale. Answers range from (1) "never or not true of me" and (5) "always true of me". The majority of MSSA items are positively written (e.g., "I use positive statements that encourage me during competition" or "I am aware of the way I feel when competing"). There are also negatively phrased items that need to be reverse scored (e.g., "I tend to worry when things are going well" or "I need to learn how to control my emotions").

Using HeadSet's MSSA, Marcinkiewicz (2014) explored whether past participation in sport had an impact on an individual's level of self-efficacy. The study examined 133 student athletes and focused on the age they began participating in competitive sports, their level of competition, the length of time they participated in a competitive sport activity, and the age of cessation of participation. The results showed that individuals who participated in sport for a longer period had significantly higher levels of the Self-Efficacy scale than those who did not. Also, individuals who stopped participating at an earlier age had lower levels of self-efficacy than those who continued with the participation in sports. The 5 scales of the MSSA showed strong levels of internal consistency with Cronbach alpha coefficients ranging from .71 (Awareness) to .82 (for both Regulation and Self-Efficacy).

Treleaven (2016) researched the influence mental skills on sport performance with competitive level trampolinists (ranging in age from 18 to 25). Participants were asked to complete the MSSA before a mock competition that was scored by a judge. After the mock competition, participants were separated into two groups (i.e., high scores on the mock competition and low scores on the mock competition). Results showed that higher scoring athletes in the competition had significantly higher scores on the mental skills of Resilience, Awareness, Self-Efficacy, and Motivation (than athletes who scored lower on the mock competition). No significant effects were found for the scale of Regulation. Cronbach alpha coefficients for all five scales of the MSSA were considered acceptable. The internal

consistency coefficients for all 5 MSSA scales were Regulation (.85), Self-Efficacy (.84), Resilience (.80), Motivation (.75) and Awareness (.70).

Perez (2020) examined the relationship between the five mental skills and burnout in eSport athletes. Results showed that higher scores in Awareness and Regulation were significant indicators of lower levels of burnout. The study also showed that higher scores in Self-Efficacy, Resilience, and Motivation were related to lower scores on burnout, but they did not reach levels of significance. Lastly, an additional significant finding was noted within the relationship between awareness and time spent practicing. E-sport athletes who spent more time practicing (i.e., through the number of hours spent per week) had significantly higher levels of awareness than those who practiced less often.

Viinamäe (2014) investigated the effects of mindfulness-based training interventions (i.e., breathing/centering, regulation, self-talk, visualization/imagery exercises) on the mental skills of rhythmic gymnasts. The rhythmic gymnasts underwent a mental skills training program for 5 weeks. The first week focused on the concept of awareness and how it can be achieved through mental and physical practice. The following weeks' interventions included breathing/centering, emotional regulation, self-talk, and visualization/imagery. Participants' mental skills were measured before and after the interventions were given. Results showed that the MSSA scale of Awareness significantly improved after completing the program. Improvements were also made on scales of Regulation, Resilience, Motivation, and Self-Efficacy, but the results were not significant.

A 20-item short version of the MSSA has been used in conjunction with the HeadSet mental training application (www.headsetsports.com). The mental training application assesses athletes monthly and then prescribes specific mental workouts (aka Mental WOWs) to increase mental strength. 276 athletes from 11 different teams from 3 sports (i.e., hockey, soccer, and rugby) were examined to investigate the impact an online mental training program has on the MSSA's overall scores. The findings showed that MSSA scores increased from assessment 1 to assessment 4 and peaked at assessment 5 (i.e., approximately 5 months after initial registration on the application). After the 5th month, the MSSA scores began to taper off (Papadogiannis, 2021).

Situational Judgement Test in Sport

For far too long, sport psychology researchers have relied solely on self-report measures or reviewers' observations to assess athlete mental skill. Reliance on self-reports and rater observations raises concern over the validity of responses because of distortions and biases (i.e., athletes and reviewers are not always the most accurate assessors). Also, the items within many self-report measures often lack situational information. It is expected that mental skills will differ across situations and should be measured with sport specific contexts in mind. Thus, current self-report athlete mental skills measures are missing key situational information and potentially misrepresenting the constructs. A situational judgement test (SJT) quantifies an individual's situational decision making by posing a scenario and asking them to identify a fitting response (Libbrecht & Lievens, 2012). Some SJTs have also incorporated game-like and multimedia assessments allowing examinees to experience the verbal and non-verbal aspects of a situation and because of this has been perceived more favorably by examinees (Weekley et al., 2015).

HeadSet is in the process of scale evaluation for a new mental performance test that is designed to continue the support of athlete mental skill measurement. Using the MSSA framework, HeadSet's Situational Judgement Test in Sport (SJTS) measures athlete cognition, behavior, and attitude with realistic, hypothetical sport-relevant situations. The test presents athletes with challenging situations that they experience before, during, and after they compete. For each situation, several possible

actions are presented, and athletes must identify on a 5-point scale how effective or ineffective each action is toward their future performance.

SJTS allows for more consistent and valid/honest responses because of its structure. Research has found that faking has less impact on SJTs than self-report inventories (such as personality inventories). The SJT format makes correct answers appear less apparent to examinees and is thus less susceptible to distortion when compared with Likert measures. This contextual nature of the SJT also allows for better differentiation between similar traits (Teng et al., 2020). In addition, SJTs demonstrate substantial incremental validity over cognitive ability measure (3-5%) and (6-7%) over personality measures (Patterson et al., 2012).

50 SJTS items have been developed and initial observations with athletes from various sports including hockey, basketball, soccer, combat sports, running/cycling, and badminton have been gathered. Item observational data has also been collected with 13 sport and performance psychology consultants (6 female and 7 male). The next step in the development of the SJTS is to continue to collect data with the athletes and the expert panel in order to create a scoring key for each item. This will allow for the process of identifying the number of scale(s) for the test to begin formal data collection. Here is an example of an SJTS item:

During your competition/game you are feeling fatigued. Your decrease in energy is impacting your ability to focus. Please rate the effectiveness of each action below using a 5-point scale: 1 = very ineffective, 2 = ineffective, 3 = somewhat effective, 4 = effective, and 5 = very effective.

- a. You use specific words to help you believe that you will get through the fatigue.
- b. Expect that the feeling of fatigue will not get better, and you just accept it.
- c. Tell yourself that everything happens for a reason. Distractions are just part of the game. You will use your refocusing routine to get back to the task at hand.
- d. Don't pay attention to the fatigue. Keep your mind focused on the outcome of the competition/game.
- e. You decide to stop competing and you ask for a break to bring your energy level back up.

Conclusion

HeadSet's Mental Skills Survey for Athletes (MSSA) measures key mental skills that have been found (Durant-Bush et al., 2022) to influence consistent athlete performance. Research with the instrument has shown that it has adequate internal consistency, as well as content and construct validity. Future research with the instrument needs to examine test-retest reliability, as much of the research with the MSSA has only been snapshots of time. It is also necessary to continue to examine the instrument's construct validity (convergent and incremental validity) with other mental skill self-report measures. As well, leveraging the situational judgement test in sport paradigm holds promise to provide another lens into this area of assessment.

About the Authors

Peter Papadogiannis

As a consultant, lecturer, and former university hockey goalie, Peter Papadogiannis, Ph.D. has been involved in a variety of athletic, organizational, and academic settings. As a certified mental performance consultant, Peter is a professional member of the Canadian Sport Psychology

Association and has developed various systems and strategies aimed at improving athletic performance. He is currently a mental performance service provider for Athlete's Care, The Sports Clinic, and Toronto SEMI working with athletes competing at the intercollegiate, national, international, and professional levels.

Peter is also the co-founder of HeadSet Sports - www.headsetsports.com. HeadSet is a mental toughness/strength program for athletes and coaches that is delivered completely online and uses algorithms to automatically develop a customized program for each athlete and team.

Within organizational settings, much of Peter's work has been focused on the area of emotional intelligence, leadership, and team development. Peter is the co-author of the Emotional Intelligence Skills Assessment Training Program and is a Sessional Faculty member of psychology at York University and the University of Guelph-Humber.

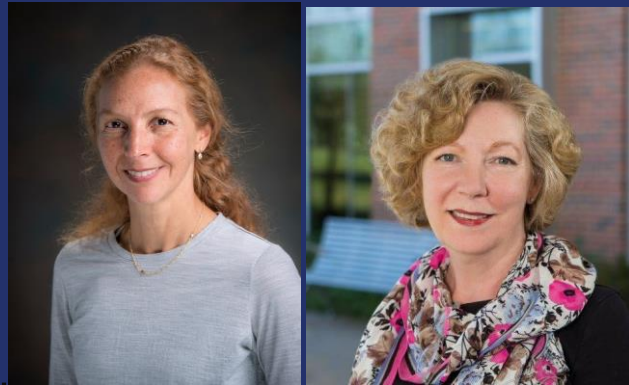
Ally Ennara

Aly Ennara is a Masters student studying Sport and Exercise Performance Psychology. He has been involved in team sports from a young age and continued on to become a varsity rowing athlete. In conjunction, Aly has always enjoyed competing online in team e-sports and has achieved a prestigious rank in a highly popular online multiplayer. He uses his academic and game experience to offer individual and team coaching. Aly's interests lie in mental performance factors, specifically in electronic or virtual environments. His aim is to work with e-sport athletes on peak performance and expand that experience to any other virtual or augmented modes of performance.

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Rachel Fouladi

Amy Schmidt

BRIEF SUMMARY REPORT ON THE AUGUST 2022 APA COUNCIL OF REPRESENTATIVES MEETING

Due to safety protocols due to the Covid-19 pandemic, the August 2022 Council of Representatives (COR) meeting was held on August 3rd and 4th in a hybrid fashion, accommodating both remote and in-person attendees. In attendance, as representatives for Division 5, were elected Council members Dr. Rachel Fouladi (2018-2020, 2021-2023; attending remotely) and Dr. Amy Schmidt (2022-2024; attending in person). Online Townhalls held weeks prior to the COR meeting provided opportunities for good preparation, feedback, and refinement of items in advance of the Council meeting. Use of online platforms at the meetings facilitated presentations, discussions, and voting procedures for in-person and remote attendees.

A plenary session was held as usual on the evening on August 2nd prior to the opening of the full Council meeting. During the plenary session, Council members received an update on the Advocacy Coordinating Committee's work. An update from the Ethics Code Task Force was also provided. In addition to these updates, the candidates for APA President Elect were given a forum to present their platforms. It was also announced that Rachel Fouladi (Division 5 COR rep) was elected to the Council Leadership Team (CLT Member at Large, 2024-2006). The CLT Team manages the work of council, determining processes for council including selection of topics for discussions and provision of recommendations on agenda items that council would consider. Rachel's term on CLT will continue after her term on COR as Division 5 representative officially ends.

<https://www.apa.org/about/governance/bdcmtc/council-leadership-team>

Caucus meetings, which prior to the pandemic were scheduled and held on the evening of the plenary sessions, were held online on July 29th, several days prior to the hybrid Council meeting. Although some Council members could not participate in the Caucus meetings due to other commitments, this scheduling and format permits wider participation of Council members in the Caucus meetings and discussions. During these online Caucus meetings, caucus priorities and items of relevance to the Caucus specified interests are actively discussed. Council members, who are elected COR representatives of Division 5 or who are elected as representatives for other Divisions or SPTAs (State, Provincial, or Territorial Associations), continue to be active in the caucuses (e.g., CASAP -- Coalition for Academic, Scientific, and Applied-Research Psychology) as members in general or as members of the caucus's executive committee. Amongst other topics of discussion at the CASAP Caucus meeting, at the invitation of the current CASAP President/Chair (Rachel Fouladi), APA Chief of the Science Directorate, Dr. Mitch Prinstein, provided an update regarding current priorities and actions within the directorate and engagement with Division and CASAP Leadership. Dr. Prinstein highlighted the growth of the team in the Science Directorate, some activities to advance scientific practice as well as methodological awareness and capacity including hosting of "Essential Science Webinars" (see: <https://www.apa.org/science/programs/essential-conversations> for a listing, one of

which was “Mixed Feelings about Mixed Methods in Psychological Science”, https://www.youtube.com/watch?v=F__fJ1GrqSw, which included current and former members of Division 5 and Division 5 Section leadership: Drs Fredrick Wertz and Eric Youngstrom, and Joseph Gone), as well as broad work to enhance communications strategies to increase engagement with the bi-weekly science update e-newsletter, Science Spotlight, to which anyone can subscribe, see: <https://www.apa.org/news/science-spotlight>. Also invited was Office of General Counsel to the APA, Deanne Ottaviano, who provided an overview of recent activities including preparation, writing and submission of Amicus Briefs based in psychological science in collaboration with or with support of CASAP members and leadership, and provided recommendations of how to contact the office in case of pending litigation where psychological science could be brought to bear.

Over the course of the two days of COR meetings and deliberations, Council heard from APA CEO Dr. Arthur Evans and APA President, Dr. Frank Worrell, as well as other members of the APA leadership team. Additionally, Dr. Jason Cantone, COR rep for Division 41 (Law and Psychology) was awarded a presidential citation, and Dr. Rosie Phillips Davis, former President of the APA, was presented with the Raymond D. Fowler Award for Outstanding Member Contributions.

Of special note at the August 2022 COR meeting, APA adopted a Racial Equity Action Plan (Item 7) that outlines the next steps that the association and psychology should take to prioritize and operationalize the commitments made in the association’s 2021 apology for its role in contributing to racism. Council approved the plan by a vote of 149-8 with 2 abstentions. The plan is divided into five sections: Knowledge Production; Health; APA/Workforce; Training of Psychologists; and Education. Each section lays out priority actions and concludes with a summary of social impact and innovation. The full report is available on the APA website at <https://www.apa.org/about/apa/addressing-racism/racial-equity-action-plan.pdf>. In the list of item discussions that follows, we highlight a recommendation about methodological development and practice that will be of particular interest to members of Division 5.

The draft minutes of the August 2022 COR meeting are available on the APA website via this link: <https://www.apa.org/about/governance/council/minutes-august-2022.pdf>.

Below we review a brief overview of items and reports from the August 2022 COR meeting. Italicized items may be of particular interest to Division 5 members.

1. MAIN ITEMS FROM THE AUGUST 2022 COR MEETING

Note: Item labeling (e.g., Item 4) refers to the number as it appeared in the corresponding 2022 meeting Agenda as was distributed to the members of COR.

ELECTIONS, AWARDS, MEMBERSHIP AND HUMAN RESOURCES

- A. **Item 2:** COR voted to elect the 73 members listed to Fellow status, on the nomination of the indicated divisions and on the recommendation of the Fellows Committee and the Board of Directors.
- B. **Item 3:** COR voted to approve amending APA’s Association Rules 110-7 and 110-8. These rules set out the timelines for nominating and electing the various officers of the association. In general, the amendments allow for an extension of the period during which association members can nominate candidates for President elect and the period during which nominees for President Elect can submit personal statements.

ETHICS

A. No items.

DIVISIONS AND STATE AND PROVINCIAL AND TERRITORIAL ASSOCIATIONS

A. No items.

ORGANIZATION OF THE APA

A. **Item 4:** Council policy manual: Extension of Guidelines. COR voted to extend the expiration date for the Principals for Quality Undergraduate Education to February 2023 and to extend the expiration dates for the Guidelines for Psychological Practice with Transgender and Gender Nonconforming People and the Guidelines for the Use of Nonhuman Animals in Behavioral Projects in Schools (K-12) to December 31, 2024.

B. **Item 5:** COR voted to approve extending the working timeline of the Council Leadership Team Evaluation Task force by one year, to sunset in August 2023.

C. **Item 6:** COR adopted as APA policy the following Resolution on the Imposition of Death as a Penalty for Persons Aged 18 Through 20, Also Known as the Late Adolescent Class: ... “Therefore, be it resolved that APA calls upon the courts and the state and federal legislative bodies of the United States to ban the application of death as a criminal penalty where the offense is alleged to have been committed by a person under 21 years of age.”

D. **Item 7:** COR voted to receive the Report on Psychology’s Role in Dismantling Racism: Racial Equity Action Plan and charge the APA CEO and Board of Directors with implementation of the priority actions outlined in the report. Three recommendations in the action plan that may be of particular note for Division 5 members depending on whether they are working in college/university or applied settings, are recommendation are to:

- i. Elevate the discipline’s understanding of, and regard for epistemic diversity and affirm that the body of psychological science centers the experiences of people of color and empirical work that aims to broaden our epistemology by evaluating diverse approaches such as indigenous knowledge, research, and a range of methodologies conducted across the epistemological continuum
- ii. Redesign traditional methodologies used to conduct, review, communicate, disseminate and report psychological research to ensure equity, diversity and inclusion, including expanding ways that the psychology community documents scientific, scholarly and social impact”.
- iii. Influence curriculum development to incorporate qualitative, participatory, and socially engaged research, concepts of liberation psychology, systemic racism, and population health into the psychology curriculum across all levels of training.

See: <https://www.apa.org/news/press/releases/2022/08/racial-equity-action-plan> & <https://www.apa.org/about/apa/addressing-racism/racial-equity-action-plan.pdf>

E. **Item 8:** COR voted to approve that the third week of April be proclaimed Psychology Week, an annual celebration of psychology that includes “Psychology Day,” recognized by the United Nations community and certain other institutions.

PUBLICATIONS AND COMMUNICATIONS

A. No items.

EDUCATIONAL AFFAIRS

A. **Item 9:** COR voted to postpone the item titled, Guidelines for Equitable and Respectful Treatment of Graduate Students in Psychology Training to a future meeting of Council.

B. **Items 10:** COR voted to approve forwarding to the Membership a vote to amend the APA Bylaws so that each of the various boards will include a graduate student member. At the request of COR, the bylaws amendment ballot will be sent to the membership with statements in favor of adopting and against adopting statements in addition to an explanatory statement.

C. **Item 11:** COR voted to approve the continued recognition of Rehabilitation Psychology as a specialty in professional psychology for a period of seven years.

D. **Item 12:** COR voted to approve continued recognition of Clinical Psychology as a specialty in professional psychology for a period of seven years.

E. **Item 13:** COR voted to approve the continued recognition of Psychoanalytic and Psychodynamic Psychology as a specialty in professional psychology for a period of seven years.

F. **Item 14:** COR voted to approve the recognition of Psychoanalysis as a subspecialty in professional psychology for a period of seven years.

PROFESSIONAL AFFAIRS

A. **Item 15:** COR voted to adopt as APA policy the Guidelines for Psychological Practice with Women with Serious Mental Illness and approved December 31, 2032 as the expiration date for the Guideline.

SCIENTIFIC AFFAIRS

A. No items.

PUBLIC INTEREST

A. **Item 16:** COR voted to adopt as APA policy a Resolution on Psychology's Role in Addressing the Impact of, and Change Required with Police Use of Excessive Force Against People of Color and Other Marginalized Communities in the United States. The resolution states APA's opposition to police use of excessive force and against people of color and other marginalized people and declares that APA will advocate for programs and practices that eliminate the use of excessive force and for law enforcement standards and practices within police departments to reduce the detrimental impact of police misconduct and use of excessive force, and to promote a healthy relationship between police officers and their communities. There are many aspects to this item, of particular interest to some members of Division 5 will be the statement that: "IT RESOLVED that the APA supports research and subsequent program development in collaboration with police and communities in ...validation of assessment tools to support improved police selection and interventions to address bias and use of excessive force"

ETHNIC MINORITY AFFAIRS

A. No items.

INTERNATIONAL AFFAIRS

A. **Item 17:** COR voted to approve amending Association Rules so that the Committee on International Relations in Psychology will be renamed the Committee for Global Psychology.

FINANCIAL AFFAIRS

A. No items.

NEW BUSINESS

A. **Item 18A:** New business item was submitted at the August 2022 meeting: NBI18A/Aug 2022, APA Resolution to Oppose Mental Health Screening Questions on Character and Fitness Examinations for Licensure to Practice Law.

BUSINESS PENDING

A. **Item 19:** COR was provided with an update on the business pending item, Reiteration of APA's Values on Discrimination in Light of Contemporary Resurgence in Discrimination and Hates Crimes (NBI#20A/Feb 2019).

B. **Item 20:** COR received as information an update on the business pending item, Healthcare Practice Guideline Policy (NBI #13B/March 2018).

2. INFORMATION ITEMS/PAPER UPDATES received as information

Council received a variety of updates, such as, but not limited to those pertaining to the Organization of the APA.

A. **Item 21:** COR was provided with an update from the Council Effectiveness Implementation Oversight Task Force. Dr. Maysa Akbar, APA Chief Diversity Officer, provided an update on activities of the Equity office regarding actions of the APA towards an audit of the APA and a Template of a Diversity Matrix for the audit. As a reminder the Ethnic Diversity and Inclusion Framework being used by the APA, which was released in 2021 is available: <https://www.apa.org/about/apa/equity-diversity-inclusion/framework.pdf>

B. **Item 22:** COR received as information an update from the Advocacy Coordinating Committee.

C. **Item 23:** COR was provided with an update on the expiration of the recognition of sleep psychology as a specialty in professional psychology.

D. **Item 24:** COR received as information an update on the work of the Advisory Steering Committee for Development of Clinical Practice Guidelines and APA Guideline Development Panels and plans for 2022.

E. **Item 25:** COR was provided as information an update the 2021 report summarizing APA activities at the United Nations.

F. **Item 26:** COR received as information the 2021 Audited Financial Statements.

Additional updates/reports on the schedule included:

G. An update on Update on the APA Presidential Work Group on Reconciliation with First Peoples

H. An update from the Council Effectiveness Task Force.

I. A written litigation report from the Office of General Counsel on the nature and status of current litigation in which APA has been engaged, either as a party or as amicus curiae, since February 2022. Within the litigation report, amongst other updates there was an update which may be of interest to Division 5 members. Specifically, there was an update regarding the following Supreme Court Case. Following is an excerpt from the litigation report: " Students for Fair Admissions, Inc., v. President & Fellows of Harvard College and Students for Fair Admissions, Inc., v. University of North Carolina- (U.S. Supreme Court)-Involves (1) Should the Supreme Court decide that institutions of higher education cannot use race as a factor in admissions, thus overruling its previous decision in Grutter v. Bollinger? (2) Does the University's race-conscious admissions process violate Title VI of the Civil Rights Act of 1964 by discriminating against Asian American applicants and favoring White applicants?... APA's brief cites a compelling body of scientific evidence supporting the educational benefits of campus diversity, as well as research showing that improving racial-ethnic diversity in higher education remains a compelling need as prejudice and underrepresentation of racial and ethnic minority groups are still present on college campuses today. Furthermore, the brief offers a wealth of empirically based psychological research confirming that a lack of racial-ethnic diversity within higher education poses significant educational obstacles for both racial-ethnic minority and nonminority students alike, and that a racially and ethnically diverse student body not only buffers these effects, but improves educational outcomes for all students."

J. An update regarding the American Psychological Foundation.

Respectfully submitted:

Rachel T. Fouladi, Ph.D.

Amy Elizabeth Schmidt, Ph.D.

(Note: this will be Amy's last update - as mentioned above in the introduction, Division 5 did not have enough members apportion their votes to the Division to continue holding two seats on Council. This highlights the importance of attention to and participation in votes and specification of vote allocations.)



WHAT'S NEW IN BOOKS

*Compiled by
Joanna Solomon*

"Grounded Theory for Qualitative Research: A Practical Guide"

(<https://us.sagepub.com/en-us/nam/grounded-theory-for-qualitative-research/book266149>)

By Cathy Urquhart

Published November 2022 by SAGE Publications Ltd. (\$43.00 paperback; e-books also available)

This book provides an update to the first edition with new and modern content. The book can serve as a step-by-step guide for theory-based research. It has hands-on advice for developing and executing research projects, beginning with content about theory building and literature reviews through to coding and documenting results. New chapters in this edition include Theoretical Sampling, along with greater detail for theory, recent developments, and the history and evolution of grounded theory work. Examples are provided throughout, and new examples reflect a wider range of perspectives (e.g., post-colonial viewpoints).

"Modern Survey Analysis"

(<https://link.springer.com/book/10.1007/978-3-030-76267-4>)

By Walter R. Paczkowski

Published August 2022 by Springer Cham (\$159.99 hardback; e-books also available)

Relying heavily on Python, this book guides readers through practical challenges with sophisticated survey analysis. Surveys are the most common method for assessing attitudes, interests, and opinions, and analysis of the results are relevant to psychologists in a wide range of industries. Topics covered in this book include creating cross-tab tables, data visualization, weighting data, hypothesis testing, Bayesian analysis, and non-standard survey item types. Additional materials are also provided to support hands-on learning, with companion content in Jupyter notebooks with data and code for replication.

“Computational Thinking and Social Science: Combining Programming, Methodologies and Fundamental Concepts”

(<https://us.sagepub.com/en-us/nam/computational-thinking-and-social-science/book268542>)

By Matti Nelimarkka

Published January 2023 by SAGE Publications Ltd. (\$151.00 hardback; \$51.00 paperback; e-books also available)

Computational social science is an emerging field that blends areas from psychology, psychometrics and measurement, and software development and engineering. This book discusses tools and techniques to understand application and intersection of these fields. Chapters cover content such as data science, best practice, complex systems, interactive systems, common mistakes to avoid, and research ethics. The book also provides exercises and sample code (relying on Scratch, Python, and R) and supplemental online resources for further reading.

“Challenging Bias in Forensic Psychological Assessment and Testing”

(<https://www.routledge.com/Challenging-Bias-in-Forensic-Psychological-Assessment-and-Testing-Theoretical/Liell-Jones-Fisher/p/book/9781032138282>)

Edited by Glenda C. Liell, Martin J. Fisher, and Lawrence F. Jones

Published November 2022 by Routledge (\$160 hardback; \$54.95 paperback; e-books also available)

In this book, diverse and expert voices discuss and critique current practices in forensic psychological assessment. Authors seek to explore source of biases, strategies for dismantling them, and methods to improve outcomes for clients, with specific attention paid to diverse populations. Professionals in criminal justice, forensic and legal psychology, and related fields will benefit from this international and interdisciplinary approach to the topic. Chapters include lived experience, dynamic risk factors, recidivism and risk assessment, digital and technological advancements and applications, juvenile justice considerations, neurodiversity, and psychopathy. Future directions are discussed and reviews have called this text “much-needed” and “timely.”

Guidelines for the “What’s New?” Column:

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 the What’s New 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 *The Score* Associate Editor, Joanna Solomon: joanna.solomon@mhs.com.



PUBLICATON CORNER

Compiled by
Gill Sitarenios

This column provides a brief synopsis and reference information for select recent journal publications.

Using Natural Language Processing to Understand People and Culture

This article offers an integrative discussion of how automated text analysis can be used to shed light on people and culture. It reviews recent methods and explains how they can be applied by non-specialists to answer a range of research questions.

Recent advances have provided novel and increasingly accessible ways to extract insight from text. While some psychologists may be familiar with dictionary methods, fewer may be aware of approaches like topic modeling, word embeddings, and more advanced neural network language models. An overview is provided of natural language processing and its' use to deepen understanding of people and culture is described. The dual role of language is outlined (i.e., reflecting things about producers and impacting audiences), and a review of some useful text analysis methods provided.

Berger, J., & Packard, G. (2022). Using Natural Language Processing to Understand People and Culture. *American Psychologist*, 77, 525-537. <https://doi.org/10.1037/amp0000882>

Construct Validity and the Validity of Replication Studies: A Systematic Review

Over the past decade, psychologists have been calling for methodological reform to increase the rigor and replicability of psychological science, which has been accompanied by progress in improving transparency and statistical practices. This article presents rigorous measurement practices as foundational for generating knowledge from psychological science that can be translated to inform policy, develop interventions, and improve people's lives. The authors review one of the largest sets of replication studies ever conducted to understand how measurement can be improved and discuss the need to develop measurement practices for the next generation of replication research.

Results indicate that it was common for scales used in the original studies to have little or no validity evidence. Our systematic review demonstrates and corroborates evidence that issues of construct validity are sorely neglected in original and replicated research. Four measurement challenges replicators are likely to face are articulated: a lack of essential measurement information, a lack of validity evidence, measurement differences, and translation. Solutions for addressing these challenges are provided and emphasis is placed on the need to develop measurement methodologies for the next generation of replication research.

Flake, J. K., Davidson, I. J., Wong, O., & Pek, J. (2022). Construct Validity and the Validity of Replication Studies: A Systematic Review. *American Psychologist*, 77, 576-588. <https://doi.org/10.1037/amp0001006>

Heywood You Go Away! Examining Causes, Effects, and Treatments for Heywood Cases in Exploratory Factor Analysis.

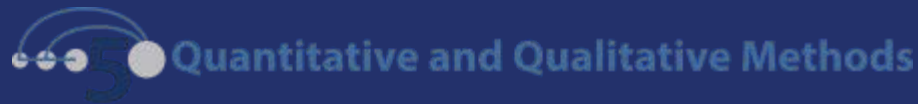
Exploratory factor analysis (EFA) is a popular method for analyzing the latent structure of data. However, EFA models can sometimes produce improper and nonsensical results. For example, improper EFA solutions can include one or more Heywood cases, where common factors account for 100% or more of an observed variable's variance. To better understand these senseless estimates, the authors of this article conducted four Monte Carlo studies that illuminate the (a) causes, (b) consequences, and (c) effective treatments for Heywood cases in EFA models. The results shows that Heywood cases can result from small sample sizes, poorly defined factors with low factor score determinacy values, and factor overextraction. The authors also found that Heywood cases increase factor loading variances and upwardly bias factor score determinacy values. Finally, the results also indicated that, among the algorithms compared, regularized common factor analysis was the most reliable method for avoiding Heywood cases and producing EFA parameter estimates with small mean squared errors.

Cooperman, A. W., & Waller, N. G. (2022). Heywood You Go Away! Examining Causes, Effects, and Treatments for Heywood Cases in Exploratory Factor Analysis. *Psychological Methods*, 27, 156-176. <https://doi.org/10.1037/met0000384>

Guidelines for the "Publication Corner" Column:

Have you seen a recent publication that you think would be of great interest to Division 5 members? Please feel free to share suggestions for publications to include in this column by sending your ideas to Gill Sitarenios, Score Editor, at Gill.Sitarenios@gmail.com. Be sure to include full reference details and a short synopsis (2-3 sentences) of the publication. Use "Publication Corner" in the subject line of the email.

LINKS TO RECENT PREVIOUS ISSUES OF “THE SCORE”



Issue Date	Vol #	Issue #	Link
October, 2022	44	4	https://www.apadivisions.org/division-5/publications/score/2022/10
July, 2022	44	3	https://www.apadivisions.org/division-5/publications/score/2022/07
April, 2022	44	2	https://www.apadivisions.org/division-5/publications/score/2022/04
January, 2022	44	1	https://www.apadivisions.org/division-5/publications/score/2022/01
October, 2021	43	4	https://www.apadivisions.org/division-5/publications/score/2021/10
July, 2021	43	3	https://www.apadivisions.org/division-5/publications/score/2021/07
April, 2021	43	2	https://www.apadivisions.org/division-5/publications/score/2021/04
January, 2021	43	1	https://www.apadivisions.org/division-5/publications/score/2021/01
October, 2020	42	4	https://www.apadivisions.org/division-5/publications/score/2020/10
July, 2020	42	3	https://www.apadivisions.org/division-5/publications/score/2020/07
April, 2020	42	2	https://www.apadivisions.org/division-5/publications/score/2020/04
January, 2020	42	1	https://www.apadivisions.org/division-5/publications/score/2020/01
October, 2019	41	4	https://www.apadivisions.org/division-5/publications/score/2019/10

Issues of The Score can be accessed at the following webpage:

<https://www.apadivisions.org/division-5/publications/score/issues>

DIVISION 5 MEMBERSHIP INFORMATION



Division 5 draws together specialists in the areas of quantitative and qualitative methods. Membership includes specialists in the fields of educational psychology, industrial-organizational psychology, individual assessment, measurement, program evaluation, psychometrics, qualitative inquiry, research interviewing, research methods and statistics. Division 5 provides the opportunity to participate in this critical aspect of professional development, and is a vibrant community that serves the core interests and needs of rigorous scientific inquiry in the social sciences. Those who are interested in joining the division or who would like more information should be referred to the Division 5 website:

<https://www.apadivisions.org/division-5/membership>