

the score

Division Five: Evaluation • Measurement • Statistics



INSIDE

HumRRO: Custom Solutions for Your Measurement Challenges 3

WPS Project Director..... 3

2013 Award Winners..... 4

Vote in the Election of Division Officers..... 5

Section Representatives Elected..... 5

Report of February Council Meeting..... 6

Division 5 Membership Services..... 8

University of Kansas Stats Camp..... 9

STUDENT'S CORNER

Successful Mentoring.....10

CARMA Short Courses.....12

What's New.....13

Visionary and Weiss Grants of APF.....14

Join Us at the APA Convention.....15

Advertise in The Score.....15

President's Message

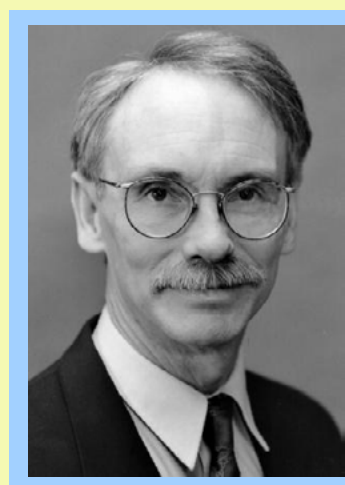
Reinvigorate Education at Convention

As I write this, we recently completed the annual midyear meeting of the Division 5 executive committee in Tempe, Arizona. I am pleased to report that Division 5 continues to be in good financial shape and the key activities of the division are being carried out. Here I focus on four issues.

1. A major goal of my presidency is to reinvigorate Division 5's educational role at the American Psychological Association (APA) convention. In the 1990s Division 5 offered a strong comprehensive program at the APA convention that included invited didactic presentations by leading researchers on new developments in measurement, research design, statistics, and assessment. Many of these presentations were general audience presentations that presented classic and new developments in traditional approaches such as analysis of variance and multiple regression plus the then newer approaches such as multilevel modeling and missing data. These presentations served the membership of Division 5 as well as other science divisions and were well attended. Over the years, APA's allotment of program hours to its divisions has been substantially reduced as APA has increasingly centralized the program,

with a further 10% reduction of divisional program hours for 2013. To counter this decrease, program chair Krista Mattern and

I took several strategies to conserve our available program hours, notably holding our Division 5 executive committee meeting outside of the regular APA meeting. Krista developed a strong program from the regular submissions. Some highlights include symposia on "Let's Consider How to Make Scientific Inferences" (Lisa Harlow, organizer), "Thinking Clearly About Multivariate Models" (Deborah Bandalos, organizer), "Documenting Ourselves—Reflexivity



Stephen G. West, PhD
President, Division 5

and Subjectivity in the Conduct of Qualitative Research" (Mark Freeman, organizer), and three poster sessions. Krista and I were able to schedule addresses by several distinguished speakers including Scott Maxwell, "Methodological Issues in Planning and Interpreting Replication Studies," Jack McArdle, "Exploratory Data Mining in Longitudinal Studies," Steve Reise, "New Developments in Item Response Theory for Psychological Data," and Will Shadish, "Analysis and Meta-Analysis of Single-Case Designs:

(Continued on page 5)

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

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

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

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

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

Guidelines for the “What’s New?” column are provided with the column.

Urgent announcements should be submitted to the Division 5 e-mail lists, described in the box below.

E-mail Lists

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

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

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

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

LISTSERV@LISTS.APA.ORG:

SUBSCRIBE DIV5ANN John Doe

SUBSCRIBE DIV5 John Doe

(change “John Doe” to your name)

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



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

Division 5 Officers and Committees

Executive Officers

President

Stephen G. West
sgwest@asu.edu

Representatives to APA Council

Deborah L. Bandalos
bandald@jmu.edu

President-Elect

Keith F. Widaman
kfwidaman@ucdavis.edu

Susana Urbina
surbina@unf.edu

Past President

Marcia Andberg
mandbergassoc@comcast.net

Members-at-Large to the Executive Committee

Patrick Shrout
pat.shrout@nyu.edu

Financial Officer

Jodi Casabianca
jodicasa@gmail.com

Amy Schmidt
aschmidt@ets.org

Coordinating Officer & Secretary

James A. Bovaird
jbovaird2@unl.edu

Mark Daniel
Mark.Daniel@pearson.com

Committees

Elections

Marcia Andberg, Chair
mandbergassoc@comcast.net

Fellowship

Wayne Camara, Chair
wcamara@collegeboard.org

Todd D. Little
yhat@ku.edu

Deniz S. Ones
onesx001@tc.umn.edu

Irving B. Weiner
iweiner@health.usf.edu

Steve Reise
reise@psych.ucla.edu

Historian

Kristin Koskey
koskey@uakron.edu

Program

Krista Mattern, Chair
kmattern@collegeboard.org

Membership

Emily Shaw, Co-Chair
eshaw@collegeboard.org

Fred Oswald
foswald@rice.edu

Noel Card, Co-Chair
ncard@email.arizona.edu

Carol Woods
cmw@ku.edu

Public & International Affairs

Barbara Byrne, Chair
bbyrne@comcast.net

Diversity

Beverly Vandiver, Chair
bjv3@psu.edu

Leigh Wang
wanglh@ucmail.uc.edu

Eun-Young Mun
eymun@rci.rutgers.edu

Website

Mark Daniel, Listserv Moderator
Mark.Daniel@pearson.com

Newsletter

Julie Lackaff, Editor
julie.lackaff@pearson.com

Alan Reifman, Website Editor
alan.reifman@ttu.edu

Michael Edwards, Associate Editor
edwards.134@osu.edu

Awards

Patrick Shrout, Chair
pat.shrout@nyu.edu

Early Career Psychologists Network

Vacant

Amy Schmidt
aschmidt@ets.org

Mark Daniel
Mark.Daniel@pearson.com

A 3D graphic showing a series of grey human figures standing on a path of grey arrows that recede into the distance. A single red human figure stands on a red arrow that points towards the viewer, positioned in the foreground. The background features a blue and white wavy pattern.

Custom Solutions for Your Measurement Challenges

- Employment Testing
- Educational Assessment
- Credentialing

HumRRO[®]
Human Resources Research Organization

66 Canal Center Plaza, Suite 700, Alexandria, Virginia 22314-1578
Phone: 703.549.3611 | Fax: 703.549.9661 | www.humrro.org

Project Director: Psychological and Educational Assessment Development

WPS invites applications for the position of Project Director to join the Department of Research and Development. WPS is looking for a research or clinical professional to design, develop, and prepare psychological and educational tests for the commercial market. The Project Director guides projects every step of the way toward publication, utilizing an array of skills in research planning and management, creation of test items, coordinating data collection, data analysis, technical writing and editing, and integrating technology in the design of test forms and software applications. Applicants should have completed their doctorate, and postdoctoral experience is desirable. Strong candidates can be assured of a supportive and collaborative environment for filling gaps and honing skills. The degree area of specialization is open (e.g., clinical, developmental, school psychology), but strong research and scientific writing skills as well as a demonstrated interest in quantitative methodology are a must. Experience in multiple practice settings (such as schools, hospitals, or clinics) is strongly preferred, and a background in autism is a plus.

This full-time, career position based in Torrance, CA offers good hours, a competitive salary, and excellent benefits.

IF THIS OPPORTUNITY SOUNDS INTERESTING TO YOU...

Apply! By [CLICKING HERE](#), you will be linked directly to our application page. Note: by clicking any other “Apply” button on this page, you may be asked to sign-in or register with PsycCareers or a partner site before proceeding.

About WPS

With 65 years of success, WPS is a leading publisher of psychological and educational assessments. The Research and Development Department provides the foundation of creative thought and psychometric integrity for which our assessments are known. As part of a collaborative team of PhDs, Project Directors cultivate strong relationships within R&D, across other departments, and with the test authors whose ideas form the basis of our publications. For more information about WPS, visit us at www.wpspublish.com.

WPS is an Equal Opportunity Employer.

2013 Winners of APA Division 5 Awards

Anastasi Early Career Award



Dr. Douglas Steinley

The **Anastasi Early Career Award**, sponsored by the College Board and Fordham University, Graduate School of Education in memory of Dr. Anne Anastasi, is presented each year (since 2008) to recognize an early career individual who has made outstanding contributions to assessment, evaluation, measurement, research methods, and/or statistics and who shows promise of continued outstanding work. The 2013 winner is Dr. Douglas Steinley, Professor, Department of Psycho-

logical Sciences, University of Missouri. Dr. Steinley has made programmatic contributions to cluster analysis methodology and applications, and he has also made important contributions to social network analysis and research on alcoholism and alcohol abuse.

Distinguished Dissertation Award



Dr. A. G. J. (Rens)
van de Schoot

The **Distinguished Dissertation Award** recognizes an outstanding dissertation that was completed in the previous three years and addressed a topic in assessment, evaluation, measurement, research methods, and/or statistics. The 2013 winner is Dr. A. G. J. (Rens) van de Schoot, who completed his dissertation in 2010 at the Methods and Statistics Department of Utrecht University. The title of his dissertation was *Informative Hypotheses: How to Move Beyond Classical Null Hypothesis Testing?* His dissertation advisor was Prof. Dr. Herbert Hoijtink. Dr. van de Schoot is currently an Assistant Professor at

Utrecht University and extraordinary professor at the North West University, South Africa, and is focusing his research efforts on longitudinal Bayesian models for small samples.

Jacob Cohen Award for Distinguished Contributions to Teaching and Mentoring

The **Jacob Cohen Award for Distinguished Contributions to Teaching and Mentoring** is presented each year to recognize

an individual with demonstrated excellence in teaching and mentoring within the areas of Division 5, or who shows substantial promise for such contributions. Endowed in Dr. Cohen's memory initially by Lawrence Erlbaum Associates, it is now sponsored by the Taylor and Francis Group. The 2013 winner is Dr. Todd D. Little, who is Professor of Psychology at the University of Kansas, where he directs the Quantitative Training Program, The Center for Research Methods and Data Analysis and the Social and Behavioral Sciences Methodology Minor. In this capacity, he has inspired scores of students and has mentored both doctoral students and junior faculty. Among his notable accomplishments is the establishment of the KU Summer Institutes in Statistics, affectionately known as "Stats Camps."



Dr. Todd D. Little

Samuel J. Messick Distinguished Scientific Contributions Award

The **Samuel J. Messick Distinguished Scientific Contributions Award**, endowed by The Educational Testing Service in memory of Dr. Samuel J. Messick, is presented annually to honor an individual who has a long and distinguished history of scientific contributions within the areas of Division 5. The 2013 winner is Dr. Wayne F. Velicer, Professor of Psychology and Co-Director of the Cancer Prevention Research Center at the University of Rhode Island. In his extensive publications, he has developed the Transtheoretical Model of Behavior Change and pioneered the development of computer-based intervention for behavior change in smoking, exercise, diet, alcohol, stress, and adherence and compliance. His health psychology contributions are grounded in multivariate methodology that he has advanced in peer review articles in quantitative psychology. His unique contributions to psychological theory, applications, and methodology mark a truly distinguished scientific career.



Dr. Wayne F. Velicer

Vote in the Election of Division Officers

The Division 5 Elections Committee is pleased to announce the slates for President-Elect and Member-at-Large.

President-Elect

- Abigail Panter, PhD
- Thanos Patelis, PhD

Member-at-Large

- Barbara Byrne, PhD
- Eun-Young Mun, PhD
- Lihshing Leigh Wang, PhD

The APA Elections Office will be sending ballots out for the election of Division 5 officers in the later part of April. All voting members of Division 5 are encouraged to vote. Candidates' statements will be accessible to those who receive their ballot electronically by clicking on the candidate's name. For those who receive a paper ballot a website address will be provided on the ballot to visit so they can read any candidates' statement they wish.

Section Representatives Elected

Marcia M Andberg
Chair, Elections Committee

Results from the recent Division 5 elections for Section representatives were announced February 8. Dr. David MacKinnon was elected to represent the Section for Evaluation, Measurement, and Statistics, Dr. David S. Herzberg was elected to represent the Section for Assessment, and Dr. Frederick Wertz was elected to represent the Section for Qualitative Inquiry in Psychology.

They will each serve 3-year terms of service and attended the 2013 Division 5 Mid-Year Meeting of the Executive Committee held in Tempe, Arizona on March 2, 2013. We are fortunate to have such capable individuals willing to serve Division 5 in these capacities.

The Elections Committee also thanks nominees Ginger Calloway, Angela D. Bryan, Paul R. Hernandez, and Marco Gemignani. Although they were not elected this time, we hope that you will join me in thanking them for their willingness to serve and encourage these talented individuals to continue so generously giving their time and expertise to Division 5 and the profession in the future.

Finally, we thank all of you for your participation in the voting process.

President's Message

(Continued from page 1)

Progress and Problems." These are only some of the highlights; the full program will be available in the July 2013 issue of *The Score*. Of note, APA structured the program in Hawaii so that nearly all divisional programming takes place in the morning, and central APA programming occurs in the early afternoon, with plenty of leisure time to enjoy Hawaii in the later afternoon and evening.

2. Division 5 is also beginning planning for a special event at the 2014 APA convention in Washington, DC. About 15 years ago Division 5 identified senior researchers (>70 years of age) for a one-time special award and celebration of their distinguished lifetime contributions. We identified a total of 26 distinguished individuals including such luminaries as Anne Anastasi, Jack Cohen, Grant Dahlstrom, Donald Fiske, Fred Lord, Julian Stanley, John Tukey, and Leona Tyler for the award. We honored them with a special social hour and dinner and over 60% of the awardees were able to attend. We are just beginning the nomination and selection process. I invite Division 5 members to nominate distinguished individuals who have made major contributions to evaluation, measurement, statistics, assessment, and qualitative inquiry in psychology.

3. The midyear meeting marked the first meeting to begin the implementation of Past President Marcia Andberg's revision of the bylaws to provide fuller representation of each of the sections of the Division. Attending the meeting as elected representatives of the sections were David MacKinnon (Evaluation, Measurement, and Statistics), David Herzberg (Assessment), and Frederick Wertz (Society for Qualitative Inquiry in Psychology). We have begun the process of including members of each of the sections in the committee structure. Over the next few years we will quickly move toward full inclusion of each of the sections in Division 5 governance.

4. Division 5 has recently received two grants. The first is a grant from the Anne Anastasi foundation. We will use a portion of the monies to fund the Anne Anastasi early career award and develop other programs over the next year. The second is a grant from the American Psychological Association which we will use to enhance participation in Division 5 by international scholars.

Finally, I would like to thank the members of our executive committee and each of our Division 5 committees who contribute so much to the smooth functioning of the Division. We encourage Division 5 members and student members who are willing to serve to contact us. A list of committees is available at <http://www.apa.org/divisions/div5/committees.html>. Please send a brief email and a CV to our executive officer, James Bovaird, at jbovaird2@unl.edu.

Report of February 21-24, 2013

Meeting of the Council of Representatives (COR)

Deborah L. Bandalos and Susana P. Urbina

Introduction to Meeting and APA Presidential Initiatives

APA President Donald Bersoff began the meeting by thanking past President Suzanne Bennett Johnson, introducing the new Council members, and acknowledging 197 colleagues who died in the past year. He also announced three goals for his presidential term:

1. To ensure that psychologists are in the forefront in providing services to military personnel, veterans, and their families, as well as to military members who have been sexually harassed in the service.
2. To stimulate more diversity by identifying innovative doctoral programs that have admitted, retained, and graduated students from diverse ethnic cultures so that we can better serve and study those who will very soon populate our plurality nation.
3. To advance the creation, communication, and application of psychological knowledge to benefit society and improve people's lives by attracting and retaining academicians and scientists as APA members.

CEO Update

Norman Anderson's CEO report provided updates on the following:

1. *The APA Center for Psychology and Health.* This center is designed to accomplish one of the three main strategic goals of the APA, namely, to expand psychology's role in advancing health. Dr. Anderson then outlined four major challenges facing psychology in the new era of health care: (1) the workforce challenge (education and training); (2) the getting-included, getting-paid challenge (advocacy); (3) the image challenge (how we are viewed); and (4) the self-image challenge (how we view ourselves). The idea for the Center grew out of discussions with executive staff and the APA Board of Directors under the leadership of Dr. Suzanne B. Johnson, 2012 APA President. The Center works in close collaboration with the APA Practice Organization (APAPO) on its mission to oversee and facilitate efforts across the association that are intended to achieve APA's strategic goal on health, to integrate clinical psychology into the primary care medical system, and to meet the challenges and opportunities presented in the new era of health care. Ellen Garrison, PhD, is the Coordinator

of the Center and Randy Phelps, PhD, directs the Office of Health Care Financing. They both work directly with Norman Anderson.

2. *APA's Recent and Ongoing Activities Related to Preventing Gun Violence.* APA is heavily involved in outreach to Congress and to the executive branch in order to advocate for key mental and behavioral health initiatives and priorities in service, training, and research aimed at curtailing and preventing gun violence. APA is also collaborating with other organizations in these endeavors. Two governance-related initiatives have been approved and are pending. They are (1) a task force to report on research and policy recommendations regarding violence in video games and related interactive media and (2) an expert paper writing group on the prediction and prevention of gun violence. Finally, APA is involved in outreach to its members and to the general public with regard to this topic.
3. *Greetings from Ray Fowler.* Dr. Anderson recently visited Ray Fowler in San Diego. The former APA President and CEO is recovering from a stroke and sent his greetings to the APA COR and former colleagues.

Archie Turner, CFO Financial Report and Other Financial Matters

Turner reviewed the **financial structure of the association**, which relies heavily on income from real estate and from the publishing activities, especially the electronic media. A conservative estimate of the current value of the two buildings APA owns is approximately \$223 million, of which approximately \$102 million is owed and the rest is equity. The investment portfolio of the association was worth \$64 million in 2011 and rose to \$73 million in 2012. Though it fluctuates with the market, this part of the financial structure is akin to a savings accounts and the APA does not normally count on it for operating expenses.

The **proposed budget** of the APA for 2013, which was approved during the COR meeting, consists of total operational revenues of \$108,156,211 and operational expenses of the same amount with an operating margin of \$0. However, the three-year average operating margin is a positive \$4.4 million, which is consistent with the APA Budget rule that requires a positive operating margin over a three-year period. It is noteworthy that of the \$107 million projected as total APA revenue for 2012, approximately \$82 million came from Publications and Databases. Revenues from this source are projected to increase by 4% in 2013.

In addition to the \$13.5 million multi-year designated investment business plan in Publications, Databases, and Information Technology Services, APA also invested significant resources in its Strategic Plan Initiatives and in the Internship Stimulus Plan. The **Strategic Plan Initiatives** include activities related to the Public Education Campaign, the Psychological Workforce/National Needs, Member Engagement, Treatment Guidelines, and Reducing Health Disparities, among others. The total authorized expenses for these initiatives from 2012 to 2014 amount to \$6.3 million. The **Internship Stimulus Plan** funding from 2012 to 2014 is \$3 million. In the past year, this effort to increase the number of APA accredited internships resulted in applications from 82 programs, of which 32 programs were funded. Altogether, there has been an increase of 151 accredited internship positions.

Gary VandenBos, Publisher and Executive Director of APA's Office of Publications and Databases

VandenBos gave a progress update on the investment business plan in his area. **Key highlights** since June 2012 are (1) release of the Journal Pro App, (2) release of a PsycTHERAPY Subsets product in PsycVIDEO, and (3) PsycTESTS and PsycTHERAPY have more than 280 institutional contracts. Altogether, the progress resulting from a significant investment in APA's Publications and Databases, as well as Information Technology Services, is proceeding satisfactorily, as the revenue stream suggests. In addition to continuing improvements to PsycNET capacity and functionality, a number of new electronic and print products have been released or expanded in the recent past. For example, **the PsycTEST product, released in September of 2011 with about 2,500 tests, now has more than 11,100 full text tests.** PsycNET Mobile includes 5 apps released across platforms, such as APA Journals for iPad and for iPhone as well as APA Journals Pro. The quality of PsycEXTRA records has been enhanced and its volume has increased from 30,000 to 50,000 records.

Good Governance Project (GGP)

Approximately one of the two and a half days of the COR meeting were spent on updates and activities pertaining to the GGP. This project, which has been ongoing for the past two years, aims to devise a nimbler, simpler, and more flexible governance system for the APA that would permit more direct member input and be more strategically focused. Based on a broad data collection and analysis effort, the team working on the GGP has suggested three possible scenarios for reform: (1) Incremental Change retains the Council of Representatives while adding change options. Under this scenario, the Board of Directors would take over the current fiduciary responsibilities of Council, such as budget approval. (2) Moderate Change creates an "issues focused" Assembly that would replace the current constituent based Council of Representatives; and (3) Clean Slate has a single board of governors and utilizes ad hoc structures rather than a council or assembly to maximize nimbleness, inclusivity, and engagement. Whereas a straw poll taken at the August 2012 COR meeting favored either the Moderate Change or the Clean Slate option, the one taken at the February 2013

meeting tilted in favor of the Incremental Change option. The GGP team will follow up on the feedback they received from Council and present a proposal at the August 2013 meeting in Honolulu.

Motions Passed, Reports Received, Policies Adopted

- **Update on Clinical Practice Guidelines.** Plans for developing clinical practice guidelines—formerly known as clinical treatment guidelines—were initiated in 2010. The first sets of guidelines, for the treatment of Depression, Obesity, and Post Traumatic Stress Disorder, are currently under various stages of development. For more information on this topic, go to <http://www.apa.org/about/offices/directorates/guidelines/clinical-treatment.aspx>.
- **Convention Affairs.** Rodney Lowman, Chair of the Board of Convention Affairs reported on the implementation of the changes approved by the COR in 2011. The new model is aimed at increasing cross-divisional connections and collaborations. In this model, every division will be able to complement and enhance its program beyond its minimum guaranteed hours by collaborating with other divisions. Changes are to proceed incrementally and to be responsive to feedback during the transition. In January 2013 Divisional Program Chairs met to begin the process of developing innovative programming and to facilitate inter-divisional collaboration. They identified 11 possible cross-cutting themes for the 2014 Convention. The top four of these, in order of endorsement, were (1) Psychology and the Public Good; (2) Violence; (3) How Technology Is Changing Psychology; and (4) Mechanisms and Principles of Change. The Central Programming Group for the 2014 Convention will meet at the end of May to finalize cross-cutting themes and the "Call for Proposals" including Interdivisional Theme-Based Programming.
- **Membership Data.** Council approved a motion to have the APA Central Office create and manage a new and centralized membership data collection and reporting structure to meet the needs identified by APA Boards and Committees.
- **Student Affiliate Status.** A motion to expand to ten the number of years a student affiliate member can be considered a student for purposes of determining eligibility for student affiliate status was approved.
- **Regional Psychological Associations.** Council approved a motion to provide observer status on the COR to the seven regional associations. The observers will not be entitled to vote or to receive financial assistance for their attendance at the Council meetings, but they will be allowed to speak on items that concern their constituents directly if invited to do so by the presiding officer.
- **Interprofessional Practice.** Council endorsed a document on *Core Competencies for Interprofessional Collaborative Practice* prepared by the Interprofessional Education Collaborative.
- **Guidelines for Prevention in Psychology.** Council voted to adopt as APA policy the Guidelines for Prevention in Psychology and approved August 2020 as the expiration date for the Guidelines.

- **Interdisciplinary Team Practice.** Council endorsed the document entitled “Structure and Function of an Interdisciplinary Team for Persons with Acquired Brain Injury.”
- **Telepsychology Guidelines.** Council voted to approve the addition of \$14,500 in the 2013 Budget to support the work and meeting costs of the joint APA/ASPPB/APAIT Task Force for the Development of Telepsychology Guidelines.
- **Use of Nonhuman Animals.** Council voted to adopt the revised *Guidelines for the Use of Nonhuman Animals in Behavioral Projects in Schools (K-12)* as APA policy.
- **Gun Violence.** Council voted to approve the addition of \$11,700 in the 2013 Budget to convene a Task Force to develop a policy on the prediction and prevention of gun violence that will replace APA’s 1994 policy on Firearm Safety and Youth.
- **International Classification of Diseases (ICD) Revision.** Council received the 2012 Annual Report from the International Union of Psychological Science (IUPsyS) to the American Psychological Association: Revision of World Health Organization’s ICD-10 Mental and Behavioral Disorders. The report will be placed in the APA website for informational purposes (see it at <http://www.apa.org/international/outreach/who-icd-revision.aspx>).
- **United Nations Report.** Council voted to receive the APA at the United Nations: 2012 Annual Report.
- **2013-2015 Financial Forecast and Net Asset Allocation Plan.** Council voted to adopt the following practices regarding finances: (1) Restrict capital expenditures to no more than \$10M over the three-year forecast period; (2) continue to reinvest net realized gains/losses from the long-term portfolio; (3) continue to reinvest all long-term interest/dividends into the long-term portfolio; (4) continue to pay down the long-term debt per our current amortization schedule; (5) continue to reflect the real estate tax abatement per 2006 Council action; (6) consistent with generally accepted accounting principles (GAAP), the Association does not count any portion of estimated building equity in net assets.
- **Presidential Discretionary Fund.** Council voted to approve amending an Association Rule to the effect that the fund allocated for presidential activities (formerly known as initiatives) should be spent during the first two years of the three-year cycle of each president.
- **Honoraria and Selected Spending Policy Guidelines.** Council voted to approve a 3% increase to the Board of Directors honoraria and to provide some limitations on elective travel by presidential officers and on the funding allocated for presidential activities.
- **Special Stipend for COR Travel to Hawaii.** In light of the important decisions regarding the GGP that are to be made during the August 2013 COR meeting in Hawaii, a special \$500 travel stipend, to be given to COR members whose travel is not being paid directly by the APA, was approved.
- **Report of APA Employee Contracts and Staff Compensation.** In Executive Session Council received and approved a report on these matters, including the

evaluation of performance and salary of the APA CEO, Norman Anderson.

- **Revision of the Standards for Educational and Psychological Testing.** It is anticipated that a final draft of this document will be forwarded to the Board of Directors for review at their June 2013 meeting and returned to the members of Council for adoption as APA policy at the August 2013 COR meeting.

Division 5 Membership Services

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

Renew Your Membership: Members, Associates, and Fellows may renew along with their APA membership via www.apa.org/membership.renew.aspx. Professional Affiliates, International Affiliates, and Student Affiliates may renew via www.apa.org/divapp.

Membership Term: Membership is for January-December. If you apply during August-December, your membership will be applied to the following January-December.

Website: www.apa.org/divisions/div5

Listservs: See page 2.

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

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

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

For help with membership issues, including changing address and email, contact Keith Cooke at kcooke@apa.org or 202-216-7602.

KU Summer Institutes — Stats Camps 2013 Now Enrolling

June 3-7, 10-14, & 17-21, 2013 • 9:00 a.m.- 5:00 p.m.*

HolidayInn Convention Center • Lawrence, Kansas

June 3–7, 2013:

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

June 10–14, 2013:

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

June 17 – 21, 2013:

11. **Item Response Theory** (William P. Skorupski, instructor)
12. **Social Network Analysis with Siena** (Christian E. G. Steglich, instructor)
13. **Mediation and Moderation: Modern Methods and Approaches** (Paul Jose & Alexander Schoemann, instructors)
14. **Structural Equation Modeling and Data Analysis with Mplus** (Rens A. G. J. van de Schoot, instructor)
15. **Dynamical Systems Methodology for Modeling Intraindividual Observations** (Pascal R. Deboeck, instructor)

**All courses eligible for
APA-approved CE Units!!**

REGISTER ONLINE TODAY: crmda.KU.edu

Register by April 30 and receive an early bird discount on the institute fee. Sign up for consecutive courses and receive a discount to offset the weekend hotel costs. Stats Camp occurs every June. Go to crmda.KU.edu for ongoing information and to sign up.

~ **A Guilford Press Book on this topic is included in the tuition rate**

For all courses Friday afternoons are reserved for consulting on projects and participants are welcome to depart for travel.

Comments from Past Participants:

"I would like to take a minute to write a quick note to thank you for a wonderful class. I really learned a tremendous amount. Great workshop, nicely paced, good balance between theory and the practicalities of doing SEM. Definitely worth the cost and, more important to me, worth my time."—*Megan R. Gunnar, Distinguished McKnight University Professor, Institute for Child Development, University of Minnesota*

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

"Wow. Simply superb—the instructors, the materials, the blue shirts. Each course I've taken has been excellent and worth it! I will recommend Stats Camp to all my friends and colleagues."—*Anonymous comment from a past participant*

Student's Corner

Division 5 Student Committee Members

APAGS–DSRN Representative

Nazia Rahman
narahman@fordham.edu

Assessment

Greg Converse
lxa465@hotmail.com
Mentor: Ginger Calloway

Awards

David DeWester
ddewester@unlnotes.unl.edu
Mentor: Lesa Hoffman

Diversity

Patricia Simon
pasimon@eden.rutgers.edu
Mentor: Eun-Young Mun

Fellowship

TBD

Membership

Deborah Casper
dcasper@email.arizona.edu
Mentor: Noel Card

Program

Aaron Boulton
aboulton@ku.edu
Mentor: Carol Woods

Public & International Affairs

Shuyun Sun
sunsun@mail.uc.edu
Mentor: Leigh Wang

The Score

Joshua Polanin
jpolanin@luc.edu
Mentor: Julie Lackaff

Website

TBD

A Review of Successful Mentoring

Joshua R. Polanin

Ask me a question today about graduate school, about coursework or midterms, about term papers or student loans, about time management or title pages, and I will probably give you a well-reasoned answer. Like a veteran politician, I display confidence, know-how, and aptitude. I guide prospective and junior graduate students on the finer aspects of graduate school, much like these columns each quarter, as if my life is easy and their lives not.

Just a few short years ago, however, I too was wide-eyed and questioning. I arrived at Loyola University without lucid direction or clear purpose, looking to better my perspectives and increase my probability of success. Seeking a new skill set, I needed an opportunity.

Then I met my graduate school mentor, [Dr. Terri Pigott](#) (TDP), and she offered me that opportunity.

Now more than five years later, I take the life-changing steps of graduating with a doctoral degree and accepting my first official post-graduate position. To say the next five months of my life are life-altering is like saying it gets cold in Chicago in February.

As such, this is my last column for *The Score* as a graduate student (my last official column is in July). By the time this issue goes to press, I will have, hopefully, defended my dissertation and be awaiting graduation.

Given that this is my last column as a graduate student, I can think of no greater (academic) tribute to my mentor than to outline what I think has made our relationship successful.

Apart from the usual style of these columns, what follows are not “tips” for a successful relationship or the ABCs (see the October 2011 issue) of mentorship. I left out the “communicate with your

mentor” redundancy that generally follows these columns as well. Instead, I tried to delineate the progression of our relationship simply to illustrate how one successful mentor-mentee relationship takes shape. To do so, I delineated the year-to-year process that occurred during my tenure at Loyola.

Year 1

I met TDP during my first course at Loyola (LUC). I enrolled at LUC to garner a quantitative skill set that I intended to apply to a clinical psychology position. Therefore unlike some advisor relationships, I had limited knowledge of my future mentor. Our discussion consisted of my aspirations for the program and short-term goals. As they were not yet refined, I indicated that I had not yet found a temporary job suitable for a full-time graduate student.

Coincidentally, TDP and a fellow faculty member had recently received an NSF grant that sought to advance the science of combining regression coefficients for meta-analytic purposes. The grant funded graduate students and they had yet to fill all the positions.

Based only on her intuition and a follow-up conversation, TDP offered me a research assistantship position. Few other moments in my life, to date, impacted me as greatly. I began an academic journey that literally changed the course of my career.

What followed that year was an adventure in methodological research as well as graduate school relationships. Through our weekly meetings (along with my almost certainly irritating “pop-in” visits), TDP taught me what it meant to be a graduate student. Not once did she indicate that there was not enough time to discuss my issues; not once did she not make time to teach.

Year 2

The first year is a challenge for graduate students. You learn how to prioritize, communicate, and learn. You find out what you like and dislike. You adapt, the best you can, to a different pace of learning.

Our mentor-mentee relationship also evolved from the first year to the second. The mentor and mentee learn how the other cares to discuss issues, solve problems, and function as a team.

The second year, unlike the first, is when larger responsibilities are placed on the mentee. I asked for, and she provided, an opportunity to shadow and occasionally co-teach her classes. When there was a problem that involved coursework with a student, I usually provided the assistance. When small issues arose that needed immediate attention, she guided me to take the appropriate action.

For reasons unbelievable now, I remained not fully convinced that the methods program was the correct fit. As such, I sought out other programs to attend after the second year (traditionally when the equivalent of a Master's degree is complete). Although we only worked together for a year, TDP helped me gather information about other methods programs. She even wrote letters of recommendation to faculty.

Fortunately for my future, I did not move on to another program after my second year. I committed fully to the doctoral program and invested both personally and professionally. *This year solidified the trust required to sustain a mentor-mentee relationship.*

Year 3

My third year consisted of two important tasks, (1) further my academic development with advanced coursework and (2) focus on my publication record. The first step simply required that I keep academics paramount. TDP encouraged me to explore the topics that I studied and invest in a deep understanding of the concepts. She understood when I needed more time to complete assistantship tasks due to class projects or midterms while continuing to focus.

We also focused on aspects of my academic record. TDP often introduced me to other faculty within the department or university who needed help with practical methodological or analysis problems. This aspect should not be overlooked: TDP, instead of using me to promote her work, offered my services and time to other faculty with the hopes of bettering my academic record and skill set. I participated in countless projects that required an application of what I learned in the classroom. It was her foresight and ability to "let go" that enabled my participation.

Year 4

In one semester, I took five classes, wrote two journal articles, co-taught our meta-analysis course, worked 15 hours a week as a research assistant for various projects, and oh by the way—married my wife. Stress, anxiety, long hours, little sleep, more boxes and wrapping paper than I ever anticipated: The fall semester of my fourth year provided challenges I never thought possible.

Through it all TDP respected my time, supported me, and most of all, listened. The mentor-mentee relationship we started, complete with the usual power imbalance, transformed into a mutual respect and partnership.

Year 5

After the dust settled on the fall of my fourth year, TDP encouraged me to apply for dissertation fellowships for the following year. Although I only recently began to solidify my dissertation topic, I took her advice and received a fellowship through my university. The fellowship has allowed me to concentrate on the two most important academic challenges I have faced to date: (1) completing my dissertation and (2) applying for post-graduate positions.

Not surprisingly, TDP has supported me through both steps. As I wrote in the October 2012 column of *The Score*, your dissertation chair (in this case, TDP), will be "your confidante, your editor, and your crutch" (p. 14). She has accomplished all of these tasks without as much as a minute of dismay.

TDP also participated in my search for a post-graduate position. Only after completing part of the process did I realize how important reference letter writers really are. It seems like a never-ending process: Find an intriguing position, write a cover letter, ask for a letter, apologize that every position requires a new letter, repeat. It's exhausting but certainly not uncommon. Of course, any time I need a minute to de-stress or vent, TDP has offered her services without hesitation. Moreover, we are no longer conscious of our mentor-mentee relationship and instead communicate like colleagues.

It is clear that I have been fortunate to receive superb mentorship throughout my graduate school tenure. I should mention, in addition, that TDP was not my only guidance. My undergraduate advisor and in turn collaborator, [Dorothy Espelage](#), provided much needed counsel and advice on being an academic. We spent as many hours deciphering analytic problems as we did discussing the trade of professional academia. I am also indebted to the tireless faculty that put up with my rambling over the past five years. David Ensminger shared my stories on academic productivity; Philip Hong endured talks about likelihood-ratio statistics and scientific writing; Leanne Kallemeyn and Meng-Jia Wu-Bohannon guided my cognition on the various methodologies. John Dugan witnessed my progression as a research analyst using large-scale datasets and HLM; Hank Bohannon gave me my first analyst job and still stops to talk every time I see him; Adam Kennedy just listened. Tim O'Brian pushed me to be a better statistician; Fred Bryant continues to impress me with his detailed answers to my rambling questions; Elizabeth Vera showed me the importance of prevention science; Steve Brown pushed me to be a better methodologist. And these are only the Loyola faculty; countless other faculty outside of Loyola helped along the way. As they say, it takes a community of faculty members to raise a graduate student.

No matter where you reside in the graduate school world, full- or part-time, first year or fifth, fresh out of undergrad or just on the weekends, take a moment to thank those who helped along the way. I know without my mentor, I could not write this today.

Thank you, Terri, for your guidance.



**Research Methods Education
for the Global Classroom**
Wayne State University



CARMA Short Courses
Detroit, Michigan
May 13– May 18, 2013
carma@wayne.edu
www.carma.wayne.edu

CARMA Short Course Overview

Each CARMA Short Courses is a two and a half-day session on a research method or data analysis topic. CARMA Short Courses place an emphasis on hands-on experience and on the application of the methodology aimed at skills development through equal amount of lecture and lab-time. Instructors are leading methodological scholars recognized within the organizational studies and management areas as experts on their topics. Several are current or past editors of leading organizational journals. Our list of short courses include introductory and advanced training on topics that might not be readily available at your institution. In addition, our short courses provide your students and faculty with the opportunity to network with leading scholars and other students/faculty in their areas of interest.

OVERVIEW OF COURSES AND INSTRUCTORS

Monday May 13-Wednesday May 15

Larry Williams	Introduction to Structural Equation Methods
Bob Vandenberg	Advanced SEM I: Measurement Invariance, Latent Growth Modeling, and Nonrecursive Modeling
James LeBreton	Multilevel Theory and Measurement
Karen Locke	Grounded Theory Method and Analysis
Sally Maitlis	Interviewing for Qualitative Research
Lisa Lambert	Measure Development and Evaluation
Rich DeJordy	Social Network Analysis
Mike McDaniel	Meta-analysis: Models and Processes

Thursday May 16– Saturday May 18

Larry Williams	Intermediate SEM: Model Evaluation
Bob Vandenberg	Advanced SEM II: Missing Data Issue in SEM, Multi-level SEM and Latent Interactions
Paul Bliese	Multilevel Analysis
Michael Pratt	Ethnographic Methods
Jeremy Short	Assessing Constructs Using Content Analysis
Jeff Stanton	Introduction to R and Data Mining
Mark Gavin	Mediation and Moderation
Jeff Edwards	Alternatives to Difference Scores

Registration Information

Below are the prices for Advanced Registration. Individuals from the CARMA Consortium Webcast Program and the CARMA International Video Library Program receive a 50% discounted rate. The deadline for Advanced Registration is April 1, 2013. After this date a \$75 surcharge will be applied to the total cost for late registration.

- Faculty/Professional: \$800.00
- CARMA Members Faculty/Professional: \$400.00
- Students: \$600.00
- CARMA Members Students: \$300.00

All participants are eligible for these additional discounts:

- Register for two sessions, receive \$75 off the total order price

For more information go to carma.wayne.edu/ShortCourses2013WSU.asp

WHAT'S NEW...

***Interviewing for Qualitative Inquiry:
A Relational Approach***
Ruthellen Josselson
Published by The Guilford Press in April
2013

Engagingly written, this book builds the reader's skills for conducting in-depth interviews designed to address a particular research question. With an emphasis on the dynamics of the research relationship, Ruthellen Josselson artfully demonstrates the steps of a successful interview. Each step is illustrated with excerpts from interviews on diverse topics. The book describes how to structure interviews effectively, develop questions that elicit meaningful narratives, cultivate skills for empathic listening and responding, avoid common pitfalls, and deal with problems that develop in an interview.

Pedagogical features include:

- Practice exercises adapted from Josselson's popular workshops.
- Annotated examples of "good" and "bad" interviews.
- A chapter on interviewing dos and don'ts.
- Appendices with interview aids, sample follow-up questions, and a sample consent form.

Longitudinal Structural Equation Modeling
Todd D. Little
Published by The Guilford Press in April
2013

Featuring actual datasets as illustrative examples, this book reveals numerous ways to apply structural equation modeling (SEM) to any repeated-measures study. Initial chapters lay the groundwork for modeling a longitudinal change process, from measurement, design, and specification issues to model evaluation and interpretation. Covering both big-picture ideas and technical "how-to-do-it" details, the author deftly walks through when and how to use longitudinal confirmatory factor analysis, longitudinal panel models (including

the multiple-group case), multilevel models, growth curve models, and complex factor models, as well as models for mediation and moderation. User-friendly features include equation boxes that clearly explain the elements in every equation, end-of-chapter glossaries, and annotated suggestions for further reading. The companion website (<http://crmda.ku.edu/guilford/little>) provides datasets for all of the examples—which include studies of bullying, adolescent students' emotions, and healthy aging—with syntax and output from LISREL, Mplus, and R (lavaan).

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

Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, Fourth Edition
John W. Creswell
Published by Sage Publications, Inc. in
March 2013

The eagerly anticipated Fourth Edition of the title that pioneered the comparison of qualitative, quantitative, and mixed methods research design is publishing in 2013! For all three approaches, Creswell includes a preliminary consideration of philosophical assumptions, a review of the literature, an assessment of the use of theory in research approaches, and reflections about the importance of writing and ethics in scholarly inquiry. He also presents the key elements of the research process, giving specific attention to each approach. The Fourth Edition includes extensively revised mixed methods coverage, increased coverage of ethical issues in research, and an expanded emphasis on worldview perspectives.

Personality Assessment in the DSM-5
Edited by Steven Huprich and Christopher Hopwood
Published by Routledge in March 2013

The DSM-5 promises to be a major reformulation of psychopathology, and no section is likely to change diagnostic practice more than that of personality pathology. Unlike the DSM-IV, the DSM-5 personality disorders will be conceptualized as involving core deficits in interpersonal and self-functioning,

(Continued on page 15)

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

Visionary Grants and the Drs. Rosalee G. and Raymond A. Weiss Research and Program Innovation Grants

About the American Psychological Foundation (APF)

APF provides financial support for innovative research and programs that enhance the power of psychology to elevate the human condition and advance human potential both now and in generations to come.

Since 1953, APF has supported a broad range of scholarships and grants for students and early career psychologists as well as research and program grants that use psychology to improve people's lives. APF encourages applications from individuals who represent diversity in race, ethnicity, gender, age, disability, and sexual orientation.

About the Grants

The Visionary Grants and Drs. Raymond A. and Rosalee G. Weiss Program and Innovation Grant support innovative research, education, and intervention efforts that advance psychological knowledge and application in

- Understanding and fostering mental-physical health connections
- Reducing stigma and prejudice
- Understanding and preventing all forms of violence
- Addressing long-term psychological needs in the aftermath of disaster

Preference will be given to early career psychologists (seven years or less postdoctoral), and pilot projects that, if successful, would be strong candidates for support from major federal and foundation funding agencies, and "demonstration projects" that promise to generalize broadly to similar settings in other geographical areas and/or to other settings.

Amount

Visionary Grants range from \$5,000 to \$20,000. Drs. Raymond A. and Rosalee G. Weiss Program and Innovation Grants are up to \$2,500.

Applicants may apply for one or both grants.

APF does not allow institutional indirect costs or overhead costs. Applicants may use grant monies for direct administrative costs of their proposed project.

Eligibility Requirements

Applicants must:

- Be affiliated with 501(c)(3) nonprofit organizations. APF will NOT consider the following requests for grants to support:
 - political or lobbying purposes
 - entertainment or fundraising expenses
 - anyone the Internal Revenue Service would

regard as a disqualified group or individual

- localized direct service
- conference/workshop expenses
- Have demonstrated competence and capacity to execute the proposed work

IRB approval must be received from host institution before funding can be awarded if human participants are involved.

Evaluation Criteria

Proposals will be evaluated on:

- Conformance with stated program goals and requirements
- Innovative and potential impact qualities (introduction of proven interventions in a similar setting, minor extensions of established theory, or work that has little chance of replication or use beyond the proposed setting do not qualify as innovative or impactful)
- Quality, viability, and promise of proposed work
- Criticality of proposed funding for proposed work (mere contributions to larger funded efforts, or "add-ons" that could/should be carried out under that funding are discouraged)
- Competence and capability of project leaders

Proposal Requirements

Please include the following sections in your proposal (no more than 7 pages, 1-inch margins, no smaller than 11-point font):

- **Goals and Objectives.** Describe the primary purpose and specific goals of the project or program, including the issues/challenges that it will address, and an explanation of which APF priority(ies) the work falls within.
- **Workplan and Timeline.** Describe the action plan and schedule by which the project or program as a whole is to be carried out. When appropriate, indicate where in that time frame the APF funding will be applied.
- **Program Evaluation/Outcomes Measures.** Describe, using appropriate quantitative and qualitative measures, how the results of the effort will be evaluated and reported. If a time-limited project, indicate how success or impact will be determined; if a continuing program, indicate both "milestone indicators" and annualized plans for the future; if a current ongoing program, also provide any current evaluation data.
- **Personnel.** Please list the project personnel and their specific functions. Please attach the CVs of all major personnel.
- **Budget.** Please indicate the amount of funding requested from APF and justify it on the basis of the specific role this contribution will play toward attaining the project's

(Continued on page 15)

APF Grants

(Continued from page 14)

or program's goals ("seed money" justification is acceptable). In cases where major funding from other sources has been received or is anticipated, please include the following: total budget; amount in hand and committed; and amount from other sources. Justify the specific need for APF's contribution.

- Please attach your organization's IRS determination letter.

Submission Process and Deadline

Submit a completed application as a single PDF document online at <http://forms.apa.org/apf/grants/> by May 1, 2013. Please be advised that APF does not provide feedback to applicants on their proposals.

Please contact Parie Kadir, Program Officer, at pkadir@apa.org with questions.

What's New

(Continued from page 13)

and will utilize a hybrid assessment model involving both pathological trait dimensions and a limited set of personality disorder types. These changes are based on empirical and theoretical work conducted during the era of DSM-III/IV, but nevertheless there is significant disagreement among personality assessors regarding the DSM-5 proposal. In this volume, several members of the DSM-5 work group offer rationales for the proposal and offer empirical evidence regarding suggested changes, and several personality assessment researchers critique the proposal and offer alternative conceptualizations.

This book was originally published as a special issue of the *Journal of Personality Assessment*.



Advertise in *The Score*

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

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

Size	Dimensions	Display Ad Price	Job Announcement Price
Full page	7.125" × 9.5"	\$235	Not available
Half page	7.125" × 4.75"	\$175	\$120
Third page	4.75" × 4.75"	\$125	\$90
	2.375" × 9.5"		
Sixth page	2.375" × 4.75"	\$90	Free/\$55
Notes: Insertion orders for four consecutive issues receive a 15% discount. First sixth page job ad each year free, thereafter \$55.			