
TESTING TIMES

SECTION IX QUARTERLY NEWSLETTER

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Special thanks to Dr. Sara Lowmaster for all her work on the Section IX website! New resources for teachers, students, and telehealth practices can be found at:
<https://apadiv12secix.com>

If you would like to become a member, please visit the website. If interested in joining the Board, please contact Dr. McCord at
mccord@email.wcu.edu

COMMENTS FROM THE PRESIDENT

Greetings to Section IX members (and potential members!). This is the inaugural issue of our newsletter, which will be issued quarterly, hopefully forever. I would like to thank our President-Elect Hadas Pade, and especially graduate student Alexa Barrett, for their creative input and energetic help in putting this together.

Despite the historic challenges of 2020, this has been a productive year for Section IX. We sponsored (or co-sponsored) four events at the APA Virtual Convention in August: (1) A major symposium, “Introduction to the MMPI-3,” which included presentations by Yossef S. Ben-Porath and six additional Section IX members; (2) The Section IX Award for Distinguished Contribution to Assessment Psychology was given to Dr. Ben-Porath, whose award talk was very well attended live on Zoom, recorded, and available here – https://catamountwcu-my.sharepoint.com/:v/g/personal/mccord_wcu_edu/EXk-AXmVg_ZDkU9fp0OIF78BFAdE2fL0bo8b47eyNx40uw?e=F2F2Mu; (3) Section IX Social Hour was an hour-and-a-half, actually, immediately following Dr. Ben-Porath’s talk, in a self-navigating Zoom environment, and about 50 members and friends enjoyed seeing each other in breakout rooms; (4) our annual Assessment Community Breakfast and Student Awards event (co-sponsored with Divisions 5 and 40) was recorded rather than live, and is available here – link to student assessment poster award. This is just 12 minutes long and is well worth watching, as the three winning posters were really excellent [<https://youtu.be/sXuIfyN7A34>].

I want to briefly and inadequately recognize the significant contributions of two of our leaders during this awful year. The pandemic literally posed an existential threat to our specialty area of psychological assessment, and many assessment psychologists reacted to these very daunting challenges by putting their assessment practice “on pause.” Section IX member Jordan Wright responded quickly, during March and April, to assemble a working group of colleagues from Section IX and SPA to develop a broad set of guidelines for adapting our assessment practices to these new constraints. This very badly needed guidance was reviewed by APA in an astonishingly few number of days and incorporated on the website of the Practice Directorate [<https://www.apaservices.org/practice/reimbursement/health-codes/testing/tele-assessment-covid-19>]. Soon after, Hadas Pade began work on a complex set of guidelines that addressed the many issues

involved in extending the practice of tele-assessment to the teaching and supervision of tele-assessment, in the layered contexts of beginning students, advanced students, interns, and post-docs. [\[https://drive.google.com/file/d/1mkTEz9Qyo55jOIpmDX5ukGm5S1hvlkdi/view\]](https://drive.google.com/file/d/1mkTEz9Qyo55jOIpmDX5ukGm5S1hvlkdi/view). To be clear, others contributed to these efforts, and both Hadas and Jordan have worked on many additional projects in the past few months. I suspect most people reading this newsletter have found themselves in a Jordan Wright tele-assessment webinar at some point recently! I highlight these two specific achievements because they occurred so early in the pandemic, were so badly needed by our colleagues, and thus reached such a broad audience very quickly. We are fortunate to have these talented professionals in our organization.

Finally, we will be focusing very soon on programming for the 2021 APA Convention, so email any ideas you have in that regard. And remember to pay your dues for 2021!

--- David McCord

[Pay Your Dues Here!](#)

A TRIBUTE TO DR. SCOTT LILIENFELD

The loss of our colleague Scott O. Lilienfeld to pancreatic cancer is a tragedy of almost indescribable impact. He was a Professor of Psychology at Emory University where he taught courses in advanced assessment, diagnostic interviewing, introductory psychology, and science and pseudoscience in psychology. Dr. Lilienfeld earned his PhD in clinical psychology from the University of Minnesota. His principal areas of research include the causes and assessment of personality disorders (especially psychopathic personality) and personality traits, personality assessment (e.g., validity of projective techniques), psychiatric classification and diagnosis, evidence-based practices in psychology, philosophy of science and psychology, and the challenges posed by pseudoscience to clinical psychology. He has won many of the major awards in psychology, across both APA and APS. Scott was a giant in our field and leaves an enormous legacy. But more than anything, the profound impact he has had on people was truly amazing. He was a contrarian and iconoclast but at the same time incredibly humble and genuinely kind to everyone. Indeed, the stories and memories of Scott that are now flooding social media focus on his kindness, warmth, connections with others, encouragement to students, and unbounded generosity. “No one is irreplaceable” is generally a useful humility-promoting adage to live by, with more than a grain of truth to it. Scott Lilienfeld is an exception to this rule.

MEMBER NEWS

- Dr. Jaime Anderson (Sam Houston State University) was appointed as a new Associate Editor for *Psychological Assessment*.
- Drs. Lindsay Ayearst (University of Toronto), and Thomas Fergus (Baylor University) were just appointed as new Associate Editors for *Assessment*.
- Drs. Emily Gottfried and Abby Mulay (Medical University of South Carolina) received a grant from the University of Minnesota Press for their study “The Examination of Behavioral Outcomes and Personality Functioning of Police Officers: A Longitudinal Study.”

A. Jordan Wright

By Hadas Pade

A. Jordan Wright has become a familiar name and leading figure in the field of psychological assessment over the past two decades with an outstanding commitment to the integrity of assessment work.

The Basics:

Jordan received his Master's in Psychology in Education from Teachers College, Columbia University, and his PhD in Clinical Psychology from Columbia University. His career has primarily included teaching and supervising assessment as well as a thriving private practice in New York City. He is currently a faculty member at NYU Steinhardt School of Culture, Education, and Human Development and the founding director of the Center for Counseling and Community Wellbeing, the training clinic in NYU's Counseling Psychology program. Jordan was previously a faculty member at Teachers College, Columbia University and Empire State College, State University of New York. Originally trained in psychodynamic psychotherapy, his private practice primarily entails various types of assessments with children, adolescents, and adults. But, perhaps his most unique work is conducting pre-employment evaluations of nannies for families in New York City. Jordan is a Fellow of the Society of Personality Assessment and previously served on their Board of Trustees. He is a Diplomate of the American Board of Assessment Psychology and is by far the youngest psychologist on that Executive Board.



Professional Accomplishments & Contributions:

Jordan's never-ending efforts focus on strengthening a multi-method and integrated approach toward producing valid and meaningful assessments. His 2010 book, *Conducting Psychological Assessment: A Guide for Practitioners*, includes clear and user-friendly steps for data integration, that will likely become (especially with the 2nd edition currently in press and out this fall), if they have not already, the standard guide for effective integration of data. He followed with nothing less than co-authoring of the 6th edition of the *Handbook of Psychological Assessment* with Gary Groth-Marnat. The handbook has of course been a long-time staple for graduate teaching and training as well as licensed clinicians. Meanwhile he has co-facilitated numerous presentations and workshops at the SPA and APA conventions as well as a multitude of publications. More recently, he edited the first true resource on assessment supervision with a book in the Wiley *Essentials* series. Jordan has held and continues to hold various positions within the APA, including currently on the Board of Educational Affairs, where he regularly advocates for the importance of psychological assessment and assessment education and training. Jordan was also Section IX President a couple of years ago and has remained intimately involved since then with the Board's activities, mostly voluntarily.

While his past and ongoing contributions are substantial, it has been in recent months that Jordan has taken his dedication to assessment to another level. He has been leading tireless efforts to address assessment issues amidst the impact of COVID-19. He has co-authored guidance documents, hosted webinars (some with thousands in attendance) and podcasts, and has been generously consulting with multiple educational and training programs across the country. He continues these efforts to bring awareness and resources to psychologists at this unprecedented and overwhelming time with participation on multiple task force initiatives. Risking overexposure, he is lead author of an upcoming book on tele-assessment, produced in record time to further support

psychologists forced into remote assessment work with little to no preparation. Jordan has accomplished all of this with tremendous passion, kindness, and a sincere willingness to collaborate with and support others.

On a Personal Note:

Through all these incredible professional achievements, his accomplished-in-his-own-right husband Matt, adorable daughter Millie, and newest addition to the family Waffle the dog have been a source of support and true purpose in his life. Jordan is also an advocate for the LGBTQI community and overall a fierce fighter for social justice issues. Those who are lucky enough to call him a colleague or friend also get to “enjoy” his dry and sarcastic sense of humor. If you do not know, the A stands for Andrew, but he goes by his middle name Jordan. Make sure to pronounce his name properly when you see him and ask him to share one of his many stories about growing up Jewish in Texas. I will end with a few fun facts about Jordan that he approved for me to share. He has over 100 pairs of glasses in an array of colors, which are always a great conversation starter. His daughter Millie often picks out which glasses or socks he will wear, from a selection of loud and colorful options. He does not shy away from poking fun at himself or arguing with colleagues about assessment validity issues. He somehow has more than 24 hours a day to get stuff done and also happens to be a talented singer. Lastly, while his typical casual dress at workshops and meetings has raised some eyebrows over the years, don’t let that mislead you; the guy is an extremely knowledgeable professional, and we could not be more thrilled to have him as part of our dysfunctional assessment family.

CLINICAL PRACTICE UPDATES

Telehealth Resources

Now several months into navigating the “new normal” of life during a pandemic, a host of resources can be found to ensure best tele-assessment practices.

Resource Links

- Section IX’s resource page: <https://apadiv12secix.com/covid-19/>.
- APA’s resource page: <https://www.apa.org/topics/covid-19/index#telementalhealth>.
- Pearson’s resource page: <https://www.pearsonassessments.com/professional-assessments/digital-solutions/telepractice/resources.html>.
- [NASP Guidance for the Delivery of School Psychological Telehealth Services](#)

Webinars

- *Administering the WAIS-V, WASI-III, And WISC-IV Remotely: What Can I Learn and How?* Presented by Susan Raiford, Ph.D. <https://www.pearsonassessments.com/professional-assessments/blog-webinars/webinars/2020/10/administering-the-wais-iv--wasi-ii--and-wisc-v-remotely--what-ca.html>.
- *Psychological Tele-Assessment During COVID-19: Ethical and Practical Considerations*. Presented by A. Jordan Wright, Ph.D. 1.5 CE. <https://apa.content.online/catalog/product.xhtml?eid=20005>.
- *Telepsychology Best Practice 101 Series*. Presented by Marlene M. Maheu, Ph.D. 6.0 CE. <https://apa.content.online/catalog/product.xhtml?eid=15132&eid=1921>.

New Assessments

Minnesota Multiphasic Personality Inventory – 3: The MMPI-3 (Ben-Porath and Tellegen, 2020) was recently released, with features including new scales, an updated normative sample, and a Spanish-language translation. Workshops and webinars providing more information will be hosted by Pearson and Kaplan throughout the rest of the year.

Weschler Individual Achievement Test – Fourth Edition: Last month's debut of the WIAT – IV presents a screener for dyslexia, five new subtests, and new composite scores.

Millon Adolescent Clinical Inventory – II: The MACI-II was released in March of 2020 and provides clinicians with new and updated normative sample, scales, and items, and narrative report content. The manual is now offered digitally.

Assessment Billing Codes

“As of July 1, 2020, certain insurances will no longer allow testing comprised solely of brief symptom inventories or screening tests (paper and pencil or computerized) to qualify as comprehensive psychological testing. When indicated, these services may be billed using CPT 96127 or CPT 96146. For example, billing a CPT 96136 or CPT 96138 is not appropriate when simply administering and scoring a PHQ-9 and GAD-7” (Lehinger, 2020).

Lehinger, C (2020, July 1). *New CPT Codes for Psychological Testing and Evaluation*. ConnectedMind. <https://connectedmind.me/articles/2020/07/01/cpt-code-96130-and-cpt-code-96138-new-cpt-codes-for-psychological-testing/>.

RESEARCH TRACKER

Assessment

Conway, C. C., Naragon-Gainey, K., & Harris, M. T. (2020). The structure of distress tolerance and neighboring emotion regulation abilities. *Assessment*. <https://doi.org/10.1177/1073191120954914>

Levin-Aspenson, H. F., Watson, D., Clark, L. A. & Zimmerman, M. (2020). What is the general factor of psychopathology? Consistency of the p factor across samples. *Assessment*. <https://doi.org/10.1177%2F1073191120954921>.

Whiteman, S. E., Kramer, L. B., Silverstein, M. W., Witte, T. K., & Weathers, F. W. (2020). Evaluating the factor structure of the Posttraumatic Cognitions Inventory. *Assessment*. <https://doi.org/10.1177/1073191120954915>.

UPCOMING EVENTS

Dec. 7th, 2020

Deadline to submit a collaborative proposal for APA Convention 2021

Dec. 10th, 2020

An MMPI-3 Overview Webinar (1-2pm EST). Presented by Yossef Ben-Porath, Ph.D. <https://www.pearsonassessments.com/professional-assessments/blog-webinars/webinars/2020/07/an-mmipi-3-overview.html>.

APA Convention 2021

(August 12-15, 2021)

12/7/20: Deadline to submit collaborative programming proposals

1/12/21: Deadline to submit CE workshop proposals

1/12/21: Deadline to submit standard proposals

Dec. 11th, 2020

[R-PAS] *In-Depth Child and Adolescent Case*

Interpretation (11am-2pm EST) Presented by Philip Erdberg, Ph.D. & Jessica Lipkind, Ph.D.

<http://events.r20.constantcontact.com/register/event?oeidk=a07ehdb3m375135e82a&llr=1m7swuuab>.

Journal of Personality Assessment

Nevid, J. S., Gordon, A. J. & Haggerty, G. (2020). Clinical utility of the Personality Assessment Inventory in predicting symptom change and clinical outcome in an inpatient chemical dependency rehabilitation unit. *Journal of Personality Assessment*, 102(5), 587- 593.
<https://doi.org/10.1080/00223891.2019.1627665>.

Vispoel, W. P., Xu, G. & Kilinc, M. (2020). Expanding G-theory models to incorporate congeneric relationships: Illustrations using the Big Five inventory. *Journal of Personality Assessment*.
DOI: [10.1080/00223891.2020.1808474](https://doi.org/10.1080/00223891.2020.1808474).

Whitman, M. R., Kremyar, A. J., & Ben-Porath, Y. S. (2020) Using the MMPI-2-RF to assess risk of nonsuicidal self-injury among college students. *Journal of Personality Assessment*.
DOI: [10.1080/00223891.2020.1801701](https://doi.org/10.1080/00223891.2020.1801701).

Psychological Assessment

Kashdan, T. B., Disabato, D. J., Goodman, F. R., Doorley, J. D., & McKnight, P. E. (2020). Understanding psychological flexibility: A multimethod exploration of pursuing valued goals despite the presence of distress. *Psychological Assessment*, 32(9), 829–850. <https://doi.org/10.1037/pas0000834>.

Long, E. E., Haraden, D. A., Young, J. F., & Hankin, B. L. (2020). Longitudinal patterning of depression repeatedly assessed across time among youth: Different trajectories in self-report questionnaires and diagnostic interviews. *Psychological Assessment*, 32(9), 872–882. <https://doi.org/10.1037/pas0000915>.

Wright, A. J. (2020). Equivalence of remote, digital administration and traditional, in-person administration of the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V). *Psychological Assessment*, 32(9), 809–817. <https://doi.org/10.1037/pas0000939>.

REQUEST FOR FEEDBACK

With the launch of this quarterly newsletter, we aim to succinctly provide you with new information and upcoming events regarding assessment and recognize our members' valuable contributions to the field. We would love to hear about news and accomplishments you would like to share with other members. To make improvements for the January issue, we welcome any feedback you may have. Please submit questions, concerns, and suggestions here:

https://wcu.az1.qualtrics.com/jfe/form/SV_a5BEx9YcZjCRG73

Testing Times is a quarterly newsletter for Section IX (Assessment Psychology) of the Society of Clinical Psychology (APA Division 12).

[Section IX website](#)

