
TESTING TIMES

ASSESSMENT SECTION OF DIVISION 12 NEWSLETTER



Vol. 5, Issue 1, April 2025

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If you would like to become a member, please visit the website. If interested in joining the Board, please contact Dr. Gottfried at gottfrem@musc.edu

[Pay Your Dues Here!](#)

COMMENTS FROM THE PRESIDENT

Hello Assessment Section members (and potential members)!

I hope everyone is having a great start to 2025. We are excited to welcome a new Treasurer, Communications Coordinator, and Student Representative on the Board! We also express our sincere gratitude to Adam Natoli and Jake Brown for their years of Board service to the Section.

In this edition of the *Testing Times*, learn more about the new Board members, see our announcement of the 2025 *Distinguished Contribution to Assessment Psychology Awardee*, and save the date for several assessment related events!

There are several volunteer opportunities to become more involved in the Section: Contact [Sommer](#) if you are interested in helping with this year's Assessment Throwdown. We are also creating a bite-sized video series about the wide range of assessment career options available to psychologists. If you are willing to briefly share about unique assessments you conduct, please fill out [this](#) form.

Finally, in this edition, we honor the life and career of Dr. Irv Weiner in a beautiful memorial written by Dr. Virginia Brabender.

Thank you for your continued membership and support of the Assessment Section's efforts and I hope to see many of you at our upcoming events!

Emily

MEET OUR NEWEST BOARD MEMBERS

The Assessment Section Board recently welcomed new members in the roles of Treasurer, Communications Coordinator, and Student Representative. Take a brief moment to learn more about them!

Treasurer: Dr. Kitzia Moreno is a clinical psychologist and Assistant Professor at UT Southwestern Medical Center. She received her PhD in Counseling Psychology from Texas Woman's University after completing her pre-doctoral internship at the University at Buffalo Jacobs School of Medicine and Biomedical Sciences. Her clinical and research interests center on improving culturally informed care that supports recovery for minoritized individuals living with serious mental illness.

Communications Coordinator: Jacy Murdock is a first-year doctoral student in the Clinical Psychology program at Sam Houston State University. In 2021, she graduated from Texas A&M University with a B.S. in Psychology, followed by her M.A. in Clinical Psychology from Sam Houston State University in 2024. Her current research interests include conceptualization and assessment of personality pathology, forensic assessment, law enforcement psychology (i.e., preemployment and fitness-for-duty evaluations), and research involving policymaking within the legal system.

Student Representative: Caroline Carmody is in the M.A. Experimental Psychology program at Sam Houston State University. She graduated from the University of Southern Mississippi with a B.S. in Psychology with a minor in Criminal Justice. Her research interests broadly include developmental psychopathology, personality assessment, competency and forensic evaluations, jury decision making/perceptions, and personality pathology among forensic populations. After graduation, she hopes to pursue a doctoral degree in Clinical Psychology within a program that offers forensic training opportunities.

We'd also like to thank Adam Natoli, Ph.D. and Jacob Brown for their service on the Board over the past few years!

CALL FOR NOMINATIONS

The Assessment Section Board of Trustees typically meets virtually 4 times per year and communicates via email between meetings to follow up on various initiatives.

We are seeking nominations for the following Board members:

President-Elect: *This position covers six years in total.* The person will serve as President-Elect for two years, then President for a two-year term, and finally, as Past-President for two years. To be eligible, the person must be a member of the Assessment Section. The President-Elect helps oversee the various initiatives by the sections including CE trainings, events at the APA conventions, engagement of students, and more.

Secretary: The Secretary shall be a Member of the Section elected for a term of three years. During his/her term, he/she shall be a member and the Secretary of the Board of Directors with the right to vote, shall safeguard all records of the Section, shall keep the minutes of the meetings of the Section and of its Board of Directors, shall codify the policy actions of the Board of Directors as published rules, shall assist the President in preparing the agenda for business meetings of the Section and of its Board of Directors, shall maintain coordination with the Society and the Central Office of the American Psychological Association, shall issue calls and notices of meetings, shall inform the membership of action taken by the Board of Directors, and shall perform all other usual duties of a Secretary.

Membership Chair: A Membership Chair will serve a term of three years. During his/her term, he/she shall be a member of the Board of Directors with a right to vote, shall oversee member recruitment, management of member applications, and changes in membership status.

Section Representative to Division 12: The Section's Representative to the Board of Directors of the Society must be a Member of the Section and is elected for a term of three years. He/she shall perform the duties specified in Article V of the Bylaws of the Society.

Communications Coordinator: The communications coordinator position oversees the drafting and publication of bi-annual newsletters and the section's social media accounts. The term is for one year. To be eligible, the person must be a graduate student when the term starts.

Student Representative: The student representative is a full voting member of the board who represents the student members and the needs of ECP/student trainees more broadly in their board role. The term is for one year. To be eligible, the person must be a graduate student when the term starts.

All new appointments start at the conclusion of the APA convention in 2025 and end at the conclusion of the APA convention in the final year of the term.

Please send your nominations to Dr. McGhee (drlinda@drmcghee.com), President-Elect and Chair of the Elections Committee. You can also direct any questions about the position to Dr. McGhee. Self-nominations are encouraged.

Please submit your nominations including a 200-word statement about your interest/qualifications for the position **ASAP**.

2025 ASSESSMENT PSYCHOLOGY AWARD WINNER

The Assessment Section is proud to present the 2025 *Distinguished Contribution to Assessment Psychology Award* to **Dr. Joni L. Mihura, PhD ABAP**

Dr. Mihura will be delivering an award presentation, the details of which will be released soon.



UPDATES FROM DIVISION 12 (SOCIETY OF CLINICAL PSYCHOLOGY)

The APA has several ongoing issues which are relevant to the practice of assessment psychology, summarized below.

- An item was brought before the Council of Representatives which affirms the necessity and importance of maintaining test security in assessment contexts. The proposed agenda item builds on, and codifies, our ethical guidelines more formally, and supports and affirms our current practice standards.
- Division 12 will be collaborating with the Society of Personality Assessment for an upcoming webinar series focused on diversity in assessment. This series will be hosted and led by Dr. A. Jordan Wright, a longtime member and leader for the section as well as the current president of Division 12. The series will follow and build on his recent edited book, *Essentials of Culture in Psychological Assessment*. Learn more [here](#).
- APA has started accrediting master's programs in health service psychology. Both APA and ASPPB (Association of State and Provincial Psychology Boards) have been working to develop a model of scope of practice/differentiation of master's/doctoral level practice to recommend to state licensure boards. As part of scope of practice, the issue of psychological assessment is particularly important, but also tough to navigate and define. APA, including Division 12, are working to balance boosting competent assessment practices while also promoting access to care. A difficulty in this effort are the practical constraints of briefer training programs.

SAVE THE DATES

2nd Annual R-PAS® in Multimethod Assessment Conference

Date: May 8-10, 2025

Location: Portland, Oregon

[More information Here](#)

MMPI/MPQ Workshops and Annual Research Symposiums

Date: June 2-5, 2025

Location: Minneapolis, MN – The McNamara Alumni Center at University of Minnesota

Sponsor: The University of Minnesota Press & The Society for Personality Assessment

[More information Here](#)

The 4th Annual Collaborative/Therapeutic Assessment Conference

Date: June 12-14, 2025

Location: Salt Lake City, Utah (In-Person & Virtual)

Sponsor: Society for Personality Assessment, University of Denver, & Therapeutic Assessment Institute

Language: English with some offerings translated

[More Information Here](#)

ADDITIONAL TRAINING OPPORTUNITIES IN ASSESSMENT PSYCHOLOGY

SPA Grand Rounds

- **The Current State of SCORS-G Affairs: Summary of Research, Meta-Analytic Insights, Limitations, and Practical Guidelines for Clinical Use – Dr. Michelle Stein**
 - May 7th, 2025 | 12:00pm – 1:00pm ET | 1 CE
 - [More information](#)
- **Psychological Assessment of Emotional Dysregulations in Children and Adolescents: An Overview of Essential Considerations – Dr. Anthony Bram**
 - June 4th, 2025 | 12:00pm – 1:00pm ET | 1 CE
 - [More Information](#)

Therapeutic Assessment Institute

- **Clinical Use of the MMPI-3: Basics, Interpretations, Therapeutic Use, and Integration with Rorschach**
 - Presenters: Stephen E. Finn and Noriko Nakamura
 - Schedule: May 3, 2025 (9:30-17:30), May 4, 2025 (10:00-17:00), & May 5, 2025 (10:00-17:00) (Japanese Time)
 - [More Information](#)

CREATING A RESOURCE ON CAREERS IN ASSESSMENT

The Assessment Section of Division 12 – Clinical Psychology is creating a bite-sized online video series about the wide range of assessment career options available to psychologists. We are looking for professionals who are willing to briefly share about the unique assessments they conduct. The purpose of this project is to help inform students and fellow psychologists about the diverse career options available in assessment psychology!

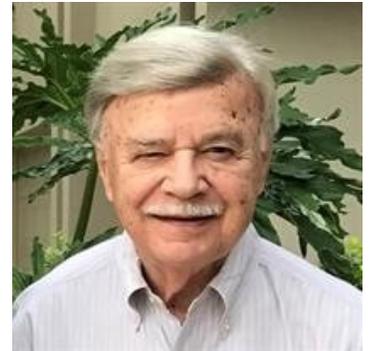
Click [here](#) to tell us about your experiences.

IN MEMORIAM: DR. IRVING WEINER, PHD

Remembering Irving B. Weiner

By Virginia M. Brabender, PhD

We have become so accustomed to seeing Irv Weiner at our meetings on personality assessment, rushing from one set of presentations to another—generally serving as the discussant for our symposia—that it is impossible to imagine that this gargantuan figure, this titan of psychological assessment, will no longer be with us. Irv passed away at age 91 on November 13th, 2024, leaving his wife Fran, his sons, and his many friends, colleagues, and students in the psychological assessment community. In the time he was with us, he had a shaping influence on how we understand psychopathology (most especially, individuals with schizophrenia), how we assess children and adolescents, how we employ a multi-method approach in assessment with particular attention to the Rorschach Inkblot Test and the Comprehensive System, and how our psychological tools can be used in the context of forensic assessment.



I am certain that we will remember Irv not only for his scholarly contributions but perhaps even more so for his personal qualities. As someone who studied under Irv at Case Western Reserve University and later served on various boards and committees with him, I would like to highlight a few that struck me. This descriptor might seem like an odd fit for Irv, but I found him to be nurturing. Once you studied with Irv, and in my case, I did so for a rather brief period, and you showed interest in the subject matter, he would actively show you the way to the next step. I remember writing a paper for one of his courses, and in his written feedback, he found a logical flaw—a circularity—in my argument. This would not be the last time Irv, in his directness, would tell me something I did not want to hear. I was mortified, but when I read on, I discovered that he was encouraging me to address the problem and then attempt to get the paper published. Several years later when he was Editor of the *Journal of Personality Assessment*, he asked me to be an ad hoc reviewer, a prospect that, at the time, I found daunting—I suffered over every review I submitted. As the years went by, if ever I reached a point of comfort, he sent some new provocation my way, requiring that I grow as an assessment psychologist. What he did for me, he did for legions of other psychologists. It was not the fuzzy kind of nurturance, but it was nurturance all the same. It led to the growth of a crop of assessors the likes of which we would not have seen without his vigorous efforts.

Irv was funny and entertaining. If you served on a committee or board that he chaired, you might recall how he would open the meeting with a cartoon or a joke. But where his humor most clearly came out was in his story telling. Imagine Irv relating the history of the Rorschach to a class of first-year graduate students, an important annual event at Case Western, in our formative assessment course that he taught with his good friend, Sandi Russ. Irv completed this assignment with finesse because he knew the subject matter in detail, possessed dramatic flair, and could capture well the personae each of the major players—the intellectual intensity of Zygumt Piotrowski, the charisma of Walter Klopfer, the colorfulness of Maggie Hertz. We were enthralled.

It is sad to me that a new generation of students will not be able to gather-around-the-campfire with Irv, hearing his stories and receiving his good counsel. But I am consoled by the treasure trove of scholarly works he has left behind. When I was a graduate student in the late 70s, many flaky theories of how to conduct psychotherapy were being promulgated. His text *Principles of Psychotherapy: Promoting Evidence-based psychodynamic-practice*, now in its third edition and co-authored with Robert Bornstein, was my North Star, and surely will provide any new student with a solid foundation in how to provide effective treatment. When you read his texts in assessment, for example, *The Psychodiagnosis of Schizophrenia*, you will experience a master class in how he neglects nothing in the data pool *en route* to making an accurate diagnosis. In recent years, he has forged a productive collaboration with Jim Kleiger, leading to edited volumes (for example, *Psychological assessment of disordered thinking and perception*) on important assessment topics. Whether or not students pursue these works (and I hope they do), undoubtedly, they will be influenced by Irv, nonetheless. Irv's wisdom has entered the deep structure of our ways of thinking about psychological assessment and our debt to this colossus of our craft is inestimable.

RESEARCH TRACKER

Assessment

DeShong, H. L., Mason, C. K., Porter, B., Kelley, K., Mullins-Sweatt, S. N., Lynam, D. R., Miller, J. D., & Widiger, T. (2024). Development and Validation of the Five-Factor Borderline Inventory–Super Short Form and Screener. *Assessment*, 0(0). <https://doi.org/10.1177/10731911241256439>

Sischka, P. E., Martin, G., Residori, C., Hammami, N., Page, N., Schnohr, C., & Cosma, A. (2025). Cross-National Validation of the WHO-5 Well-Being Index Within Adolescent Populations: Findings From 43 Countries. *Assessment*, 0(0). <https://doi.org/10.1177/10731911241309452>

Urban, J., Scherrer, V., Strobel, A., & Preckel, F. (2024). Continuous Norming Approaches: A Systematic Review and Real Data Example. *Assessment*, 0(0). <https://doi.org/10.1177/10731911241260545>

Journal of Personality Assessment

Barends, A. J., & de Vries, R. E. (2024). Developing and Improving Personality Inventories Using Generative Artificial Intelligence: The Psychometric Properties of a Short HEXACO Scale Developed Using ChatGPT 4.0. *Journal of Personality Assessment*, 1–7. <https://doi.org/10.1080/00223891.2024.2444454>

Botha, R., Polaschek, D. L. L., & Wilson, N. (2025). Measurement Invariance and Convergent Validity of the Psychopathy Checklist: Screening Version (PCL:SV) Across New Zealand Māori and European Samples. *Journal of Personality Assessment*, 1–14. <https://doi.org/10.1080/00223891.2025.2460992>

LeDuc, M. K., Mitchell, S. M., Marvin, C., Sparks, S., Ingram, P. B., & Singer, J. (2025). Using MMPI-3-Derived Thwarted Belongingness and Perceived Burdensomeness Scales to Predict Suicide Ideation Among College Students with Elevated Depressive Symptoms. *Journal of Personality Assessment*, 1–12. <https://doi.org/10.1080/00223891.2025.2464863>

Psychological Assessment

Dawes, P., Reeves, D., Yeung, W. K., Holland, F., Charalambous, A. P., David, R., Helmer, C., Keay, L., Kumaran, S., Leighton, R. E., Little, J.-A., Martins, R. N., Piano, M., Politis, A., Pye, A., Robinson, G., Russell, G., Sheikh, S., Sohrabi, H. R., ... Leroi, I. (2025). Development and validation of the Montreal Cognitive Assessment for People with Vision Impairment (MOCA-VI). *Psychological Assessment*, 37(3), 114–122. <https://doi.org/10.1037/pas0001357>

Jover Martínez, A., Lemmens, L. H. J. M., Fried, E. I., Guðmundsdóttir, G. R., & Roefs, A. (2025). Validation of a transdiagnostic psychopathology ecological momentary assessment protocol in a university student sample. *Psychological Assessment*, 37(1–2), 46–61. <https://doi.org/10.1037/pas0001348>

Natoli, A. P., Allen, L. K., Ashton, C. M., Lamba, N., & Marek, R. J. (2025). Measuring eating behavior and motivations in the United Arab Emirates and the United States: Evaluating measurement and predictive invariance of the Eating Disorder Examination Questionnaire–Short Form and the Eating Motivation Survey. *Psychological Assessment*, 37(1–2), 62–69. <https://doi.org/10.1037/pas0001352>

ASSESSMENT JOURNAL STATISTICS

In 2024, Assessment received a total of 675 manuscript submissions, including 600 new/original submissions and 75 revised manuscripts. Over the course of the year, 536 manuscripts were fully processed and received final decisions. Of these, 488 were original submissions and 45 were revised submissions.

Submissions came from authors in 63 countries, underscoring the journal’s strong international reach. The top three submitting countries were China (17%), the United States (16%), and Turkey (5%).

Among the 488 original submissions that received initial decisions in 2024, the majority—306 manuscripts, or 63%—were desk rejected. An additional 132 manuscripts (27%) were rejected following external peer review. Forty manuscripts (8%) received a “revise and resubmit” decision. Other outcomes included: 4 manuscripts (1%) given a “reject and resubmit” decision; 2 manuscripts receiving “accept pending revision”; 2 manuscripts “rejected and referred to Sage Path”; and 2 receiving “immediate reject and resubmit” recommendations.

Of the revised manuscripts that received a final decision in 2024, 15 (52%) were accepted after one revision, 11 (38%) after two revisions, and 1 (3%) after three rounds of revision. Two revised manuscripts (7%) were ultimately rejected.

The average time from submission to first decision—excluding desk rejections—was 65 days. Among all manuscripts submitted and fully decided upon in 2024, the final acceptance rate was 9%.

REQUEST FOR FEEDBACK

With 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 next issue, we welcome any feedback you may have.

[Please submit questions, concerns, and suggestions here](#)

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

[Assessment Section website](#)

