

EAPA Newsletter

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Editorial

During summer 2008 there were meetings that generated a number of news concerning EAPA, and now it is the time to disseminate these news among the members. We had the General Assembly and the meeting of the Executive Committee that were organized in combination with the International Congress of Psychology at Berlin. Our President Anastasia Efklides gives you a report of the major points of the General Assembly, of the EC meeting and of other important events. Most notably there was a change of the Executive Committee.

Since the next EAPA conference is virtually *ante portas*, it is necessary to draw your attention to this major EAPA event so that you can start making your plans for next year. The organizer of the conference Johnny Fontaine has prepared a report that gives you an idea of what you can expect at Ghent. He is doing a great job, and I think that we can expect a strong scientific program. If you have

ideas concerning the organization of symposia, workshops or paper sessions, it is now the time to discuss them and to address people with your ideas.

Since the first attempt to include small state-of-the-art reports into EAPA Newsletter was well received, this Newsletter presents another set of small reports. The scientific issues part includes a description of a new hierarchical approach in the assessment of complex constructs by Symeon Vlachopoulos. Furthermore, the teaching issues part of EAPA Newsletter comprises three interesting contributions that concentrate on the teaching of psychological assessment. Tuulia Ortnier presents the results of a European survey, and Itziar Alonso-Arbiol gives a summary of the ideas presented in a round-table discussion concerning the teaching of assessment. Finally, the consequence of the new Bologna criteria for teaching assessment in Spain is described by Rocío Fernández-Ballesteros.

Furthermore, there is a number of other interesting news concerning members, the journal, other conferences, recently published books, etc.

Now I hope that you may find the news included in EAPA Newsletter 2008 interesting and enjoy reading them.

Karl Schweizer
Newsletter Editor and President-elect

From the President ***EAPA: Going forward***



Dear colleagues and friends,

As we are all well aware of, scientific progress requires not only individual work, insight, and dedication to one's research, but also future perspective, communication with others, and collaboration that can bring about new and significant research and can advance our understanding of the complex psychological phenomena we are dealing with. Networking, being member of scientific societies and associations, and sharing ideas and interests with colleagues from all over Europe and the rest of the world is an indispensable road to go in the era of globalization. The European Association of Psychological Association, our EAPA, has already in its members scholars from all over Europe and has organized 9 international conferences up to now that have brought together hundreds of researchers from various domains of assessment in psychology. Our association is providing the forum for fruitful exchange of ideas, methodologies, prospects and expertise and facilitates awareness of significant developments in the field. The next conference, the 10th ECPA, is going to be held in Ghent, Belgium, 16-19 September 2009. You are all invited to participate in this great event. Your collaborators, colleagues, and graduate students are also welcome to participate and share their work and ideas with those of the EAPA members and get valuable feedback.

However, there is more that comes along with being member of EAPA. The association's members know each other and come to be friends; they are remarkable colleagues who can make a difference in the association; they are colleagues who wish to work for a common cause, namely the development of psychological assessment both in research and teaching. I believe this is the main force that connects us all and guides our efforts. We all have a broader group of colleagues whom we trust and with whom we choose to collaborate. Such a group of colleagues is the EAPA community in which we all share the same scientific values and interests. The EAPA Executive Committee is proud to lead this community and we would like to extend the invitation to join EAPA to colleagues, particularly to young researchers, who can and wish to benefit from the collective expertise of the EAPA members.

On the 21st of July, 2008, EAPA had its annual General Assembly in Berlin, in the context of the XXIXth International Congress of Psychology. It was a great pleasure to meet many of you there and update you on the state of the association. As you know, this year elections were carried out for three members of the Executive Committee. The results of the elections were announced in the

General Assembly by the Secretary General Prof. Dr. Valentin Bucik. It is my great pleasure and privilege to welcome the three new members to the EC, Dr. Itziar Alonso Arbiol (Spain), Dr. Lawrence Claes (Belgium) and Dr. Willibald Ruch (Switzerland). It is also my great honor on behalf of EAPA to gratefully thank the outgoing members of the Executive Committee, Dr. Boele de Raad, Dr. Maria Victoria del Barrio Gandara, and Dr. Maria Fornas Santacana, who were elected in Malaga, 2004; Dr. Boele de Raad has also served as President of EAPA from 2004 till 2007. All the outgoing members believed in EAPA, offered a lot to EAPA, and supported EAPA through the years to become a strong and well recognized European Association.

During the last year, since the 9th ECPA in Thessaloniki, Greece, EAPA membership is steadily growing with new members, the graduate student and undergraduate status of membership has been implemented and already two graduate students have been accepted as members. Obviously the student status has not been widely known, but we expect graduate and undergraduate students to join the association during the 10th ECPA in Ghent. Johnny Fontaine is the president of the 10th ECPA and he and his team have already laid the ground for a very successful conference in Ghent. **Be there!** The flyer of the conference has been published and is circulating; you can also visit the conference website and find out all the details that you need to know:

<http://www.ecpa10.ugent.be>

Please remember the deadline for submissions:

March 1, 2009

The financial state of EAPA is healthy and allows us to implement the awards already decided last year. The call on nominations for the awards will soon come out and negotiations for a summer school are in progress. We are depending on all of you for the success of the EAPA initiatives. However, we would like also to remind the EAPA members who have not paid their 2008 membership dues yet, or of past years, to do so because EAPA depends on them and can only extend its activities if it has the economic security provided by its members. The membership dues cover also the subscription to the association's journal, the European Journal of Psychological Assessment (EJPA), to the Newsletter of EAPA, as well as access to the database of the EAPA website and lower fees for participation at the EAPA's biennial conference. These benefits cover by far the membership dues. It is just that we have to make it a "must" in our agenda.

Our journal, EJPA, has been making a steady progress in the quality of published articles and international recognition as reflected in the journal's impact factor¹. The impact factor for 2007 climbed up to 1.095, for the first time over 1, showing a significant increase over the previous years and a very respectful level among psychology journals. Our deepest gratitude goes to all the previous and current editors for their invaluable work. Unfortunately, for personal reasons, the current Editor-in-Chief Prof. Dr. Eric de Bruyn decided to resign in 2009. This decision deprives EJPA of his deep psychological knowledge and dedicated work. Despite his decision to resign, Prof. de Bruyn gave a lot of effort so that the issues of 2009 are already covered, to a large extent, with material to be published and this will give the time needed for the incoming editor to securely work with the submission of new manuscripts. The new editor was recently decided by the EC after consultation with the founders of EJPA and past editors. We are proud to have Prof. Dr. Karl Schweizer as the Editor-in-Chief of EJPA; his term starts from January 1st, 2009.

To close our communication, I would like once more to thank Prof. Dr. Karl Schweizer for the scholarship he is bringing into EAPA's Newsletter. Our Newsletter is becoming not only a means of communication between EAPA members but also a forum in which scientific issues regarding assessment in various psychological fields are brought to the fore and information on teaching practices or conceptualizations of assessment across European countries is presented. Such issues raise awareness of individual or country-specific practices that have a bearing on the development of the field of assessment. Please send to Dr. Schweizer ideas, suggestions, topics, that you would like to see published in the Newsletter. Your feedback can be very constructive.

Closing this short report on EAPA let me share with you the optimism for a bright future of EAPA. The Executive Committee has great faith in the enthusiasm of all the EAPA members and is open to suggestions for new activities as well as for summer school proposals and workshops. Your input for the Newsletter is also welcome. Looking forward to closer collaboration with all of you.

Anastasia Efklides, PhD
President of EAPA

¹ The impact factor for 2007 is calculated by dividing the number of citations received in 2007 to articles published in 2005 and 2006 by the total number of articles published during the period 2005-2006.

The 10th European Conference on Psychological Assessment Ghent, Belgium, 16-19 September 2009

Dear EAPA members,

You are all invited to participate in the 10th biennial European Conference of Psychological Assessment in Gent, Belgium, from Wednesday the 16th till Saturday the 19th of September 2009. In the tradition of these European conferences, the conference is open for all branches of the very diverse fields of psychological assessment. Moreover, for its 10th anniversary special attention will be devoted to the assessment of emotions and emotional competences from the perspective of emotion psychology, one of the fastest growing fields in psychology.

We are happy to welcome prominent assessment experts to share new insights with us and to debate about the challenges of psychological assessment. Prof. Dr. Thomas Achenbach, the founder of the ASEBA assessment instruments, Prof. Dr. John Dunlosky, who works on self-regulated learning across the life-span, and Prof. Dr. Filip Lievens, who is an expert in assessment centers and personnel selection, have accepted to give keynote lectures at this conference. Moreover, Prof. Dr. Klaus Scherer, who is the president of the multidisciplinary Swiss National Center of Competence in Research of the Affective Sciences, Prof. Dr. Michael Bagby, who is an expert in alexithymia, and Prof. Dr. Richard Roberts, who works on the assessment of emotional intelligence, will give keynote lectures on the challenge of assessing emotions and emotional competencies.

Before the conference, a three-day summer school is being organized for PhD students and young scholars who work on the assessment of emotions and emotional competencies.

More information will soon be released at the conference website: <http://www.ecpa10.ugent.be/>.

We hope to see you all in Gent next September so that the 10th biennial European Conference of Psychological Assessment can really fulfill its role as an academic platform for the field of psychological assessment.

Yours sincerely,

Johnny Fontaine, PhD
on behalf of the organizing committee



EAPA Summer School: Invitation for Proposals

EAPA Award at Ghent

CALL FOR NOMINATIONS CONCERNING EAPA AWARD

With great pleasure the Executive Committee of EAPA announces the Call for Nominations for the EAPA Award for Distinguished Scientific or Professional Contributions to Psychological Assessment for 2009. The EAPA Award is endowed with 2000 euros and is given every 2 years to a European psychologist who has made a distinguished contribution to psychological assessment as a science or as a profession in the last 5 years (2004-2008).

Peer-nominations are invited and have to include, apart from a short statement of reasons, a short curriculum vitae and the list of most significant publications of the nominee. Applications should be sent, via e-mail, to the Secretary-General of EAPA Dr. Valentin Bucik at the e-mail address:

tine.bucik@ff.uni-lj.si or valentin_bucik@t-2.net

The deadline for nominations is **March 15th, 2009**.

The EAPA Award Committee consists of the following distinguished members of EAPA appointed by the EC: Boele de Raad, Helfried Moosbrugger, and Valentin Bucik.

The award will be announced at the opening ceremony of the EAPA biennial conference (10th ECPA) in Ghent, Belgium, 16-19 September, 2009. The award winner will be invited to give a short report on his work at the 10th ECPA.

Membership and Members Issues

Presently on the EAPA member-list there are 211 registered members although not all paid the membership fee for 2008. The data are not entirely precise but the number of members with paid membership is 104. During the 9th EAPA Conference in Thessaloniki, Greece, the General Assembly decided to open membership application for two types of membership in addition to ordinary membership: PhD student membership and student membership. Some of members who were not on the "active member" list (didn't pay the fee for 2007 and 2008) decided to pay the fee for 2008, which is a good news, and were consequently activated. The EC of EAPA is putting an effort in encouraging members who didn't pay the fee for one or two years to do so as well as in the acquisition of the new members. In the year 2008 was increased by 13 new members, 11 ordinary members (Markus Bühner, Miguel Angel Carrasco Ortiz, Irini Dermitzaki, Bruno Goncalves, Georgia Koumoundourou, Jean-Michel Petot, Rene Proyer, Peter Johannes Tellegen, Ioanis Tsaousis, Symeon Vlachopoulos and Nuala Whelan) and two PhD student members (Alexandra Touroutoglou and Maximiliano Wilson). The total number of PhD students is four (from Greece, Poland and Italy). It is reasonable to expect that in 2009 the number of active members will slightly increase also because of the 10th EAPA Conference which will be held in Ghent, Belgium during the third week in September 2009. The distribution of members (all 211 registered members) according to the country where they live and work is as follows:

Spain	74
Greece	26
Germany	21
The Netherlands	13
Portugal	8
Italy	7
Belgium	6
Romania	6
United Kingdom	6

USA	6
Israel	4
Argentina	3
Austria	3
Croatia	3
France	3
Ireland	3
Switzerland	3
Cyprus	2
Hungary	2
Sweden	2
Australia	1
Belarus	1
Iceland	1
Nigeria	1
Norway	1
Russia	1
Slovenia	1
South Africa	1
Taiwan	1
Turkey	1

This year three members of the Executive Committee of the EAPA finished their 4-year term (Boele de Raad, Maria Victoria del Barrio Gandara and Maria Forns Santacana, elected in Malaga, 2004). Therefore, three Executive Committee members needed to be elected. All active members were invited to nominate candidates for these three positions. After receiving the replies the colleagues who received three nominations were asked for acceptance and a short CV including publications. Elections were held in June 2008. The candidates who were nominated by at least three EAPA members, and had accepted the nomination, were Itziar Alonso-Arbiol (Spain), María Victoria del Barrio Gándara (Spain), Lawrence Claes (Belgium), Mario Manuel Rodrigues Simões (Portugal) and Willibald Ruch (Switzerland). The ballots (N=42) were be opened at the Members Assembly of EAPA during the XXIX International Congress of Psychology in Berlin, Germany in July 2008. The result of the elections was as follows: Itziar Alonso-Arbiol (24), María Victoria del Barrio Gándara (22), Lawrence Claes (24), Mario Manuel Rodrigues Simões (17) and Willibald Ruch (27). Therefore three new members of the EC of EAPA for the period of next 4 years are: Itziar Alonso-Arbiol, Lawrence Claes and Willibald Ruch. Anastasia Efklides, President of EAPA, first thanked the five nominated members for their readiness to participate and welcomed three new members of EC. Then she expressed deep and warm thanks to all three members of the Executive Committee who finished their 4-year term (Boele de Raad, Maria Victoria del Barrio Gandara and Maria Forns Santacana) for their time, energy and professional expertise they put into their work for EAPA as members of the EC.

Valentin Bucik, PhD
Secretary General of ECPA

Scientific Issues: Hierarchical Levels of Generality in Psychological Measurement: The Example of the Hierarchical Model of Intrinsic and Extrinsic Motivation

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The simultaneous assessment of a construct at different hierarchical levels of generality is a relatively new approach to the development of theoretical models that depict the dynamic nature of human

behavior. Given the importance for theory to adequately describe and predict the changeable nature of human behavior, the conceptualization and measurement of important theoretical constructs under various hierarchical levels of generality is deemed important.

Such an example may be derived from research conducted to study intrinsically and extrinsically motivated human behavior with a large portion of it being conducted in the context of Self-Determination Theory (SDT; Deci & Ryan, 1985). According to Vallerand (1997) such studies may be categorized into three broad categories depending on the level of generality in which intrinsic and extrinsic motivation has been operationalized and measured. The first category of such studies examined whether a number of situational variables (e.g., rewards, feedback, deadlines) influenced intrinsic motivation. These studies represented a situational approach to the operationalization and measurement of intrinsic motivation. The second category of studies reflected the contextual level of generality and dealt with the factors that determined or resulted from more or less generalized intrinsic or extrinsic motivation toward specific life contexts (e.g., leisure, sports, education, interpersonal relationships). This category of research studies has been conducted in field settings. The third group of studies viewed intrinsic and extrinsic motivation as global motivational orientations, or put differently, personality orientations, assumed to be independent of implications to specific life contexts.

Consequently, these three approaches to the operationalization and measurement of intrinsic and extrinsic motivation either at the "situational level" or the "contextual level" or the "personality level" of generality were integrated to the Hierarchical Model of Intrinsic and Extrinsic Motivation (HMIEM; Vallerand, 1997) to allow for a number of hypotheses to explain the malleability of motivated human behavior. The operationalization of intrinsic and extrinsic motivation at the three levels of generality allowed for the following theoretical postulates, among others, to be tested (Vallerand, 1997):

- Motivation is determined by social factors (within the same level of generality) and top-down effects from motivation at the next level in the hierarchy
- There is a recursive bottom-up relationship between motivation at a given level and motivation at the next higher level in the hierarchy.

In other words, as regards the first postulate, motivation at a given life domain (e.g., contextual motivation toward exercise participation) may be influenced by the individual's personality. In a similar vein, an individual's motivation in a specific situation (e.g., single exercise class: situational motivation) may be influenced by the individual's more generalized motivation (i.e., contextual motivation) toward exercise participation. Regarding the latter postulate, repeated positive experiences of a novice exercise participant at the situational level (e.g., a specific exercise class) may lead to the development of a more positive contextual motivation toward exercise in general over time. As a consequence, such operationalizations of constructs in various levels of generality require the development of instruments at the respective level of generality with many such examples in research derived from SDT and the HMIEM.

Despite the aforementioned theoretical advantages of conceptualizing psychological constructs in various levels of generality, only a few theoretical frameworks have adopted such a strategy (i.e., to take into account the three levels of generality) including the theoretical model of self-concept (Shavelson, Hubner, & Stanton, 1976) and the Multidimensional Hierarchical Model of Goal Orientations (MHMGO: Papaioannou, Milosis, Kosmidou, & Tsigilis, 2002). In conclusion, attempts to take into account the hierarchical levels of generality in the operationalization of constructs and development and use of respective measures may contribute to research fruitful as far as theory advancement is concerned. This may be the case especially for the demarcation of the malleable aspects of human behavior.

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Teaching Issues of *Psyhodijagnostika*, *Psykometriikka* and *ΔΙΑΓΝΩΣΤΙΚΕΣ ΜΕΘΟΔΟΙ* in Europe

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Knowledge and skills in Psychological Assessment comprise one of the core competencies of professional psychologists in most areas of services. Teaching at universities in Europe is not only based on national and international standards, but sometimes also shaped by a particular society's needs as defined by legal requirements (e.g., traffic laws determining psychological expertise). As already described in the reflections on teaching issues of Psychological Assessment in Europe by Itziar Alonso-Arbiol in this newsletter, the aim of the Bologna declaration is to create a European Higher Education Area by 2010, which is currently leading to a harmonization of curricula throughout the European countries. The higher-ranking aims, which also touch curricula in Psychological Assessment, include the aim for students to be able to choose from a wide and transparent range of high quality courses and benefit from acceptance of their qualifications throughout Europe (European Commission, 2007).

The following note addresses the actual state of teaching Psychological Assessment. We aimed to receive a broad impression regarding the actual situation in European Universities. As course descriptions from University websites were mostly accessible only in the national languages, recording of the data was not possible through an online search. In September 2008 we therefore started a survey. A short questionnaire was sent to all members of the EAPA. In the first part of the survey, general information regarding the teaching situation at the particular universities was obtained. As we wanted to obtain detailed information about the curricula at each university, we asked for separate information for every course that addressed topics of Psychological Assessment. Since we did not receive information from all European countries, several persons from additional universities, whose teaching activity in Psychological Assessment was evident from information from the internet, were contacted in October 2008.

As a result, we received questionnaires describing the situation from 19 different universities across 11 European countries. The largest number of questionnaires were returned from Germany (6 universities), Spain (3 universities) and Greece (2 universities). From each of the other countries (Austria, Cyprus, Croatia, Finland, Portugal, Romania, Switzerland, and Slovenia), we received information from one university. We warmly thank all contributors for their help. Based on these data we aimed to answer the following three questions: 1. *What is the actual state of harmonization of curricula within Psychological Assessment (how many curricula are reformed as requested in the Bologna statement)?* 2. *Are there similar contents and forms in the reformed study programs in teaching Psychological Assessment?* 3. *What content areas of Psychological Assessment are taught in Europe?*

The actual state of harmonization of curricula: Referring to the ongoing Bologna reform, questionnaires illustrate that the change-over is still in progress: Nine universities (i.e., almost half of them represented in the survey) still offer a traditional Diploma curriculum in Psychology. Most of them are German universities, of which five do not offer a Bachelor curriculum yet. Other universities represented in the survey exclusively offer curricula in line with the European reform strategies.

Psychological Assessment in Bachelor Curricula: As a first step, courses from the curricula offering a Bachelor program from the 14 universities were analyzed (these consisted of four in Germany, two in Greece and Spain, and one each in Croatia, Cyprus, Finland, Portugal, Slovenia, and Switzerland). Referring to the method of instruction, almost all of the 39 reported courses for Bachelor students take place in the traditional manner, during the semester. The only exceptions are three courses offered with a mix of presence and e-learning. The contents of the courses can be subsumed into three main topics (parallel courses not included):

- Courses introducing *The Main Topics of Psychological Assessment*, each with a different focus, but mostly including historical and ethical aspects, categories of tests, the assessment process, quality criteria, and also ability tests and tests assessing personality. These courses are usually offered as lectures. Thirteen courses can be integrated within this category (33.3%).
- Courses focusing on *Methodological Basics of Psychological Assessment*. Measurement theory, CTT and IRT, test construction, and quality criteria, for example, establish the second category of the most common courses, also mostly offered as lectures. Six courses (15.4%) can be subsumed here.

- The third category is comprised of 18 (46.2%) different courses: Subsumed are courses reported to teach *Tests and other Assessment Tools*, sometimes offered with reference to special fields of practical application. Two more courses were mixtures of the categories above.

Psychological Assessment in Master Curricula: For Master curricula, 16 courses from seven universities were reported (if courses were also assigned to both Bachelor and Master, they were only counted once in the Bachelor section).

- Most ($N = 6$; 37.5%) courses are offered under the topic of *Tests and other Assessment Tools*, sometimes given with reference to special fields as lectures or exercise courses.
- Five courses (31.3%) focusing on *Methodological Basics of Psychological Assessment* have been reported, most of them in the form of seminar teaching.
- Different from the Bachelor curricula, three courses (18.8%) exclusively deal with *Writing Reports (and Presenting Psychological Results)* as seminar or exercise courses. Two more courses included other contents.

Method of teaching: Within the courses reported for Bachelor curricula, 39% (15 out of 39) are held as lectures, followed by amount of seminars (20.5%). The situation is different for courses for Master curricula: Most of the 16 courses reported here are seminars (37.5%) and only 25% are lectures, 12.5% exercise courses.

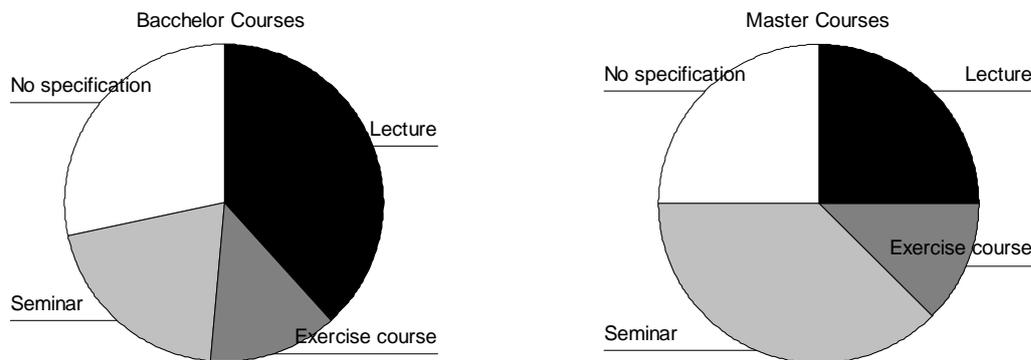


Figure 1: Teaching methods (in %) in courses including Psychological Assessment in Bachelor (left) and Master (right) curricula (parallel courses excluded).

The differences between Bachelor and Master programs with regard to the described view of teaching methods are in line with the postulation that students in higher courses should have the opportunity for active learning. Almost all of the Master curricula reported in the survey require 12 to 15 ETCs.

Finally, we analyzed the *content areas that are taught in courses including Psychological Assessment in general*. For this purpose, all contents in all courses were aggregated for each of the universities.

If one particular content area was taught in one course (independent from Master, Bachelor, or Diploma), this lead to a "yes" score for this particular content area from this university independent from the total number of courses referring to this content). Referring to more *general topics*, Figure 2 shows that historical aspects, ethical standards, and the assessment process are taught in any course in almost all universities, while in particular cross-cultural testing and gender issues were minor topics. On the other hand, referring to *methodological issues and assessment techniques*, not all topics are included in the curricula of all universities, although some (as reliability and validity, norms) in almost all of

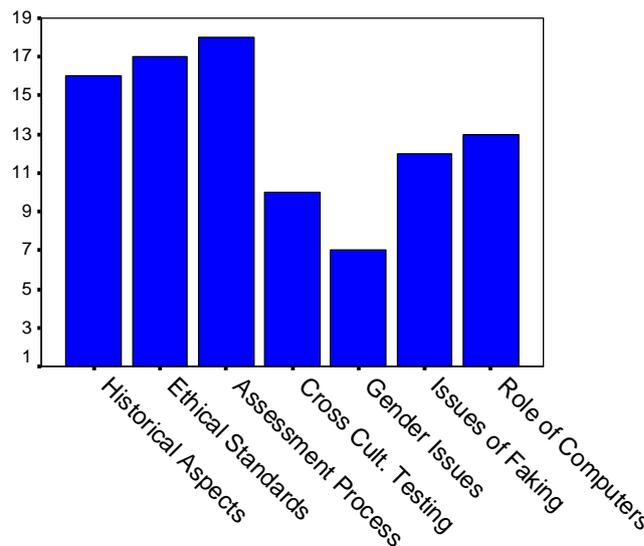


Fig.2: Frequency of teaching general topics of Psychological Assessment

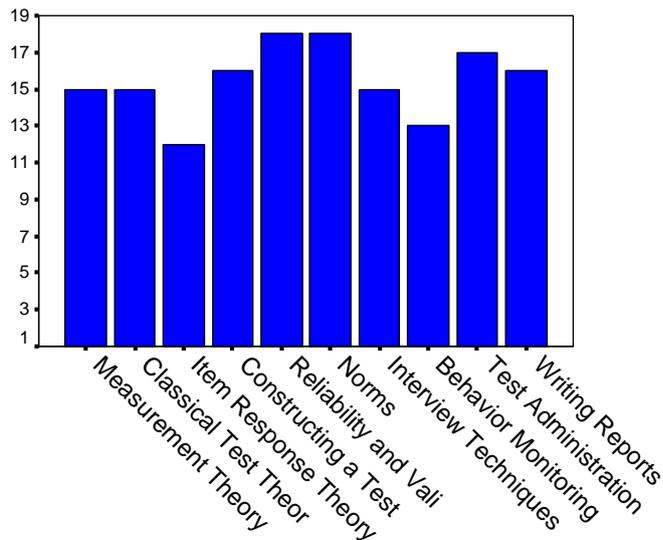


Fig.3: Frequency of teaching methodological topics and assessment tools

universities might have few exercise and training courses to deepen important skills, as postulated in the note by Itziar Alonso-Arbiol. It should be our future challenge in Europe to act jointly for a broader integration.

References:

The European Higher Education Area (1999), The Bologna Declaration of 19. June 1999 (Retrieved October, 25, 2008 from http://www.bologna-bergen2005.no/Docs/00-Main_doc/990719BOLOGNA_DECLARATION.PDF)

Teaching Issues: Reflections on the Teaching of Psychological Assessment in Europe

Itziar Alonso-Arbiol

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Since the Bologna declaration on the European Higher Education Area (EHEA) was agreed in 1999 by 29 countries, universities across the continent are adjusting their educational system at different paces. The ultimate goal is not other than having a broader space than the one delimited by the borders of a country in order to allow the free circulation of new professionals. For this aim to be a reality it requires that universities of different countries adopt comparable curricula; this way, students who successfully complete their degrees will be able of performing similar functions as a consequence of having acquired similar skills. One example concerning us is the EuroPsy European Certificate in Psychology, a pilot experience in 6 countries (Finland, Germany, Hungary, Italy, Spain, and United Kingdom) whose aim is to set a European standard of education and training that will enable psychologists to be recognized as having a European-level qualification in psychology (European Federation of Psychologists' Association, 2008).

This ongoing process of European convergence is affecting the structure of studies at university level in general, where psychology degrees and the field of Psychological Assessment are not an exception. Previous meetings have addressed the issue of how this convergence will affect the teaching of this subject —Psychological Assessment— in different European countries; thus, efforts have been made to tailor an internationally-agreed syllabus and curriculum, or at least some basic common guidelines—e.g., the Guidelines for the Assessment Process (Fernández-Ballesteros et al., 2001) and Test Adaptation Guidelines (ITC, 2000)—. The next step for a successful European convergence concerns both how diverse teaching practices can be implemented in the Psychological

them. The situation is similar for different kinds of tests that were surveyed with regard to teaching: All universities impart knowledge about categories of tests, ability tests as well as personality tests in their curricula. Tests of attitudes, values, and self-concept are topics taught in most curricula, but less so than other methods.

Subsuming: Most Universities within this survey presented very impressive and extended curricula. As we can see, there is at least a common base of shared topics for teaching Psychological Assessment in Europe. Some in parts neglected topics might be of increasing interest in the future social and technical objectives in Europe, such as culturally sensitive assessment, gender issues, and the role of the computer in testing. However, data also stress out that most

Assessment subject and how competences and skills could be assessed in the students' learning process.

In fact, we are facing a shift in the delivery of educational service: a transition from "what to teach" to "how to teach or what for" (de la Osa et al., 2007, based on a collaborative work done by professors of some Spanish universities), where the contents themselves are less important than the skills that students should acquire after the training period. Moreover, the learning process is underlined and preferred to the mere results of performance tests based on knowledge. This is generally true for all fields, but especially relevant in ours, in which the following ones have been identified by some colleagues (de la Osa et al., 2007) as being some of the skills that students of psychological assessment courses should master:

- a) Identify and analyze demands and needs of people, groups and organizations in different contexts;
- b) Set priorities;
- c) Evaluate and make decisions about techniques;
- d) Obtain and organize proper information to answer clients' demands;
- e) Give organized and coherent answers;
- f) Elaborate and present reports;
- g) Know and act according the deontological principles;
- h) Work under an evidence-based approach.

Once we have set our goals and we know what kind of competences we want to develop through our teaching practices, we face the difficult task to come up with the most suitable techniques and strategies for achieving those goals. Some activities are proposed in Table 1. Obviously, not all scenarios enable such a learning process. For instance, crowded classrooms at undergraduate level prevent instructors in Spain from using any student-centered learning techniques; only well-organized 'teaching units' can manage large groups of students, where professors and instructors perfectly team-up to divide the teaching and evaluation tasks involved in the subject in a wise manner.

Study of cases with protocolized material Planning of assessment process Distinguish between inference levels Analyze ethical dilemmas Design of observational registers Interviews role-playing Administration, correction and assessment with A/B-type instruments. Administration, correction and assessment with C-type instruments of intelligence, personality and psychopathology Reports writing Analysis and critical comment of real reports Individual and group work
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Table 1. Proposed activities to enable students to get skills in Psychological Assessment

Still, there is the issue of timing for these teaching and learning activities. When should students be expected to achieve the aforementioned skills and, therefore, should be involved in such training activities? Krol (2007) pointed out that, regardless the absence of clear timing agreement at Dutch universities, some theoretical elementary courses in psychometrics and psychopathology are needed before a more focused training in clinical courses take place. Thus, problem-based courses imply the integration of theory and clinical practice, which cannot successfully followed by most undergraduate students. In the same vein, Kosmidis (2007) emphasized the importance of post-graduate training in Psychology: whereas undergraduate training in Greece primarily covers theoretical or academic contents, graduate training is required to build up a more specific professional formation. Furthermore, this author refers to the specificity of the context to ensure an appropriate training in psychological assessment; whatever the program is (clinical, school psychology, industrial or organizational psychology, etc.), the teaching strategies and skills would center around it in order to be in-depth professional training in psychological assessment.

Regarding future directions, effective teaching activities in some contexts (i.e., countries, education levels, specific programs) could be suggested and compiled from skilled instructors who have handle the issue of teaching with success. An ongoing experience is taking place in Spain, where teaching practices used by instructors of Psychological Assessment are currently being collected under the direction of professor Fernández-Ballesteros. Since the circumstances in each country are still far from being similar, no one would think of adapting experiences from one country to

another without considerable levels of adjustment. Nevertheless, it may perfectly be the beginning of sharing with others how we have learned to make professionals in psychological assessment from our students.

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Teaching Issues: Changes in Psychological Assessment Programs in Spain

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Introduction

Spanish universities, as other European universities, are in the process of adjusting to the Bologna criteria. University Faculties (Schools/Institutes) of Psychology are proceeding to make changes in their respective educational curricula. A first step has been to reduced their curricula from the existing 310 credits (teaching hours) to a total of 240 ECTS for the Graduate Degree in Psychology. Currently, we are working on the definition of the goals of the degree, the competences and contents around which the work will be structured.

On the basis of these changes, 38 psychological assessment faculties coming from 15 universities met at the Autonomous University of Madrid in September 22, 2008 with the following agenda: (a) present situation of psychological assessment; (b) proposed changes in Psychological Assessment ECTS credits for the new plans; (c) main critical issues. The present report will summarize the most important topics discussed.

Present situation of Psychological Assessment courses and proposed changes for the new Educational Plans

At present, Psychological Assessment courses have a mode of 9 ECTS taught in most Spanish universities. Teaching psychological assessment is mostly placed in the 9th and 10th Semester. Within the new plans, the number of ECTS of Psychological Assessment shows a broad diversity ranging from 6 to 15, with a mode of 9. Finally, in several universities some optional courses about psychological assessment have been proposed.

Critical issues

1. Name of the courses subject.

Some historical facts are the following: In 1984, University Psychology programs (as claimed by Faculties, September, 1981), changed the existing term "Psychodiagnostic" to a more general one: "Psychological Assessment". During the last decades confrontations among psychiatrists and clinical psychologists led to several legal issues regarding the diagnosis of mental and behavioural disorders by psychologists. The Spanish Highest Court supported clinical psychologists' argument for being able to make diagnosis for mental and behavioural disorders. On the basis of these events, the possibility to re-name the field from "Psychological assessment" to "Psychological assessment and diagnosis" was discussed. The decision was to introduce at the undergraduate level the general term "diagnosis" in the title of the courses or as a broad content, and leave "Clinical diagnosis" at the Master level.

2. Transversality

Psychological Assessment is spread out in different applied contexts. Therefore, it is important that Psychological Assessment is introduced also at the Master level. Master programs on Clinical, Organizational, Educational, and other applied fields, should integrate Psychological Assessment competences and contents.

On the other hand, Psychological Assessment overlaps to some extent with other subject matters; it was suggested that in those universities with small numbers of ECTS in Psychological Assessment, other courses (such as Personality, Individual differences, etc.) can cover some assessment contents (such as personality or intelligence assessment tests).

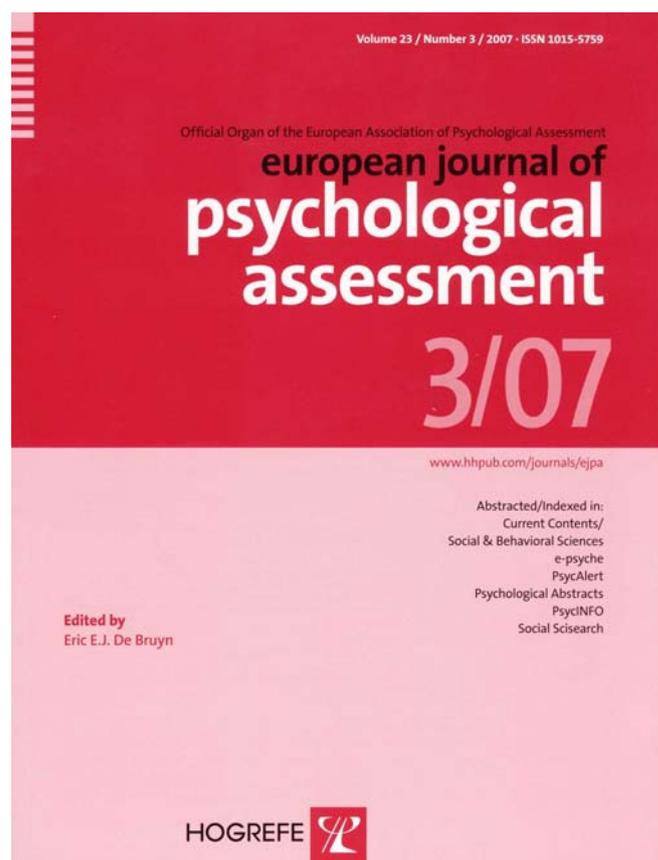
General recommendations

1. Taking into consideration psychologists' competences defined in several documents (EuroPsy, Psychology Deans' Conferences, etc.), Psychological Assessment should be considered a basic field (containing a set of knowledge, skills, and attitudes) for applied psychologists; therefore, sufficient number of ECTS must be devoted to Psychological Assessment at undergraduate and at master levels.
2. Psychological Assessment requires knowledge, skills, and attitudes for contributing to decision making in a given problematic situation (in a broad sense) by a client/individual (or a specific group of individuals). The process of Psychological Assessment requires a broad process of decision making, testing of hypotheses (through the use of a diversity of methods, e.g., interviews, observation, self-reports, and standard tests), and reporting to the client the results to help him/her to make a decision to solve his/her/their demands. In the case an intervention is needed, following this initial phase, Psychological Assessment should support psychologist' actions as well as the outcomes of these actions should be evaluated. In sum, psychologists should be competent in planning the assessment process, inferring hypotheses and making inferences, collecting data (administering, scoring, interpreting methods, techniques and tests for data collection), reporting results, and planning and evaluating interventions. Although, in all applied contexts further specialization is required, all these competences (at a basic level) should be trained at the undergraduate level.
3. Although Psychological Assessment takes place in different contexts (clinical and health, education, work and organizations, etc.), it has a corpus of basic knowledge, methods, instruments, and tests and specific ethical principles which must be integrated at the undergraduate level, previously to any specialization.
4. It has been considered that at least 9 ECTS are necessary to produce a basic training in Psychological Assessment and that this training should be in advanced semesters after other courses (e.g., general psychology, methodology, personality, individual differences and psychopathology) are trained.
5. Psychological Assessment requires training in a set of methods (observation, interviews, self-reports) and psychological tests. An Internet survey sent to all Psychological Assessment Faculties is going to be conducted by the UAM's faculty members in order to identify which are, at present, those crucial instruments to be trained at the undergraduate level as perceived by Psychological Assessment faculties all over Spanish universities.

In order to establish the contents and competences for a Master Program in Clinical and Health Psychology, as soon as the respective Spanish Ministries regulate this Program a new meeting of Psychological Assessment faculties will be called.

News from the European Journal of Psychological Assessment

1. Manuscripts submitted. One hundred thirty one manuscripts have been submitted to EJPA in 2007. Thirty-four manuscripts were not accepted, since they did not possess enough basic quality to have them reviewed. In many cases the authors were asked to shorten or adapt their papers according to our Instructions to Authors. In 13 cases the authors did not take advantage of this invitation, which resulted in 84 manuscripts left to be reviewed. From these 84 manuscripts 25 have already been accepted for publication, 34 rejected, and 21 are still in review. Four authors formally withdrew their manuscripts during the process. Eleven of the 25 accepted papers could be published in 2008.



2. Editorial Board. During 2007 consultations of the board members resulted in some changes in both the number and composition of the Associate Editors and Consulting Editors. Gian Vittorio Caprara (Italy), Danilo Silva (Portugal), and Maria Forns (Spain) finished their Consulting Editorships after many years of loyal service to the Journal. Fabio Lucidi (Italy), João M. Moreira (Portugal), Lourdes Ezpeleta (Spain), Cilia Witteman (The Netherlands), William J. Cook (United States), Matthieu d'Acremont (Switzerland) and previous Editor and Associate Editor Hans Westmeyer (Germany) could be welcomed as Consulting Editors. Finally, Valentin Bucik (Slovenia) could be welcomed as a new Associate Editor. The full composition of the Board could be published in the second issue of 2008 (2/08) and was highlighted in the editorial of the same edition.

3. Policy matters. To more clearly express both the scope of the Journal and the type of manuscripts EJPA prefers to see published, during 2007 the Associate Editors and the Editor set to work on a new mission statement of the Journal. The resulting statement could be published in issue 1/08 (see Advice for Authors on the inside of the back cover or on EJPA's website <http://www.hhpub.com/journals/ejpa>) and the background of this operation was highlighted in the Editorial of issue 2/08. Some other changes included the introduction of masked review as the standard procedure and the removal of test reviews as standard section. Overall it is editorial policy to encourage the submission of papers that link sound methodology to proven incremental value of the study, specifically with respect to construct or criterion validity of the assessment method or process involved.

Eric De Bruyn
Editor EJPA.

A Note from the Publisher

We are delighted to mention that the latest impact factor for the European Journal of Psychological Assessment has now risen to 1.095 - a very respectable level, on which editors current and past (and authors) are to be congratulated.

To be informed automatically whenever new papers are published in the European Journal of Psychological Assessment, please sign up for free e-mail alerts on the journal's online content main page: <http://www.psycontent.com/content/1015-5759>. Simply click on the "Register" link at the top left of the page, register as an individual on the pages that follow, and then sign up for alerts by returning to the "EJPA" page (the link above) and clicking "Enable Table of Contents Alerting" in the menu top right of the page. Should you wish to sign up for alerts for any other Hogrefe journals, click on the PsyJOURNALS link on the left, go to the relevant journal, and click "Enable Table of Contents Alerting." Registered PsyJOURNALS or MetaPress users may sign up for alerts straight away, without registering again.

Finally, the publisher has recently announced a special journal "package" for libraries, which includes our European Journal of Psychological Assessment. This package consists of 12 psychology/psychiatry journals which may be of significant interest to faculty and students in teaching and research institutions. The subscription rate for this package is EUR1377 per annum for online access and print (2009 prices, excluding shipping & handling) - a saving of 30% on the regular rates. Further information can be obtained from www.hogrefe.com/journals or by e-mailing online@hogrefe.de.

To be informed automatically when new papers are published online in EAPA's official journal, *European Journal of Psychological Assessment*, sign up for the free table of contents alerting at <http://www.psycontent.com/content/1015-5759>. There are two simple steps in the process: (1) click on the "Register" link at the top left of the page and register as an individual; (2) Return to the *EJPA* site (the link above) and click "Enable Table of Contents Alerting" on the right.

Should you wish to sign up for alerts for any other Hogrefe journals, click on the PsyJOURNALS link on the left, go to the relevant journal, and click "Enable Table of Contents Alerting." You can of course change or cancel your alerts at any time.

Robert Dimbleby
Publishing Manager

An Announcement from the President of EAPA

On behalf of the Executive Committee of the European Association of Psychological Assessment I would like to announce the change of the editorship of EJPA to take place as of January 1st, 2009. Unfortunately, for personal reasons, the current Editor-in-Chief Prof. Dr. Eric de Bruyn decided to resign in 2009. This decision deprives EJPA of his deep psychological knowledge and dedicated work. The new Editor-in-Chief is Prof. Dr. Karl Schweizer, a well known and reputed scholar in psychological assessment and distinguished member of EAPA. We thank him for accepting the position and his willingness to invest on the progress of EJPA. Prof. Dr. Karl Schweizer can be contacted for the new submissions at the e-mail address: K.Schweizer@psych.uni-frankfurt.de.

The President of EAPA
Anastasia Efklides, PhD

Forthcoming Papers in EJPA

Assessment of Individual Differences in Implicit Cognition: A Review of IAT Measures
by Konrad Schnabel, Jens B. Asendorpf, and Anthony G. Greenwald

Response Interference as a Mechanism Underlying Implicit Measures: Some Traps and Gaps in the Assessment of Mental Associations with Experimental Paradigms
by Bertram Gawronski, Roland Deutsch, Etienne P. LeBel, and Kurt R. Peters

Personalizing the Implicit Association Test Increases Explicit Evaluation of Target Concepts

by Brian A. Nosek and Jeffrey J. Hansen

Minimizing Method-Specific Variance in the IAT: A Single Block IAT

by Sarah Teige-Mocigemba, Karl Christoph Klauer, and Klaus Rothermund

When Temporal Contiguity Matters: A Moderator of the Predictive Validity of Implicit Measures

by Juliette Richetin and Marco Perugini

Convergent and Predictive Validity of Implicit and Explicit Anxiety Measures as a Function of Specificity Similarity and Content Similarity

by Tobias Gschwendner, Wilhelm Hofmann, and Manfred Schmitt

Validity of the Five-Factor Model for the Implicit Self-Concept of Personality

by Stefan C. Schmukle, Mitja D. Back, and Boris Egloff

Through a Glass, Less Darkly? Reassessing Convergent and Discriminant Validity in Measures of Implicit Self-Esteem

by Almut Rudolph, Michela Schröder-Abé, Astrid Schütz, Aiden P. Gregg, and Constantine Sedikides

On the Role of the Implicit Self-Concept in Adult Attachment

by Marieke Dewitte, Jan De Houwer, and Ann Buysse

Members' News

Efklides, Anastasia (Aristotle University of Thessalonik, Greece). She is the current Editor of the journal *Learning and Instruction*, a journal of the European Association for Research on Learning and Instruction.

Ortner, Tuulia (Free University Berlin, Germany). She started her new position as a Professor (W1) for Psychological Assessment at Free University in April 2008. Her main research interests include the objective measurement of personality attributes, fairness issues in testing procedures and computerized adaptive testing (CAT) of personality. Her new address is tuulia.ortner@fu-berlin.de.

Schmitt, Manfred (University of Landau/Koblenz, Germany). He received two grants from the German Research Foundation: (1) Moderators of the consistency between implicit and explicit personality and self-concept measures. (2) Construct validation of personality measures via information processing indicators: The sample case of justice sensitivity.

Schweizer, Karl (Goethe University Frankfurt, Germany). He was installed as the chair of the licence-examination board of the Federation of German Psychologists' Associations.

Announcements

The **11th European Congress of Psychology** will be held in Oslo, Norway from July 7-10 2009.

The scientific program represents a wide spectre of psychological fields. The topic of the congress is "A Rapidly Changing World – Challenges for Psychology". For more details see

<http://www.ecp2009.no/>

The **14th European Conference on Developmental Psychology** will be held in August 18-22 2009 in Vilnius, Lithuania. The conference will focus on the most relevant topics and issues within recent

theoretical and methodological advances of developmental psychology. For information see <http://www.ecdp2009.com>.

The **ISSID 2009 Meeting** is scheduled for Evanston, USA, 16th-22th July, 2009. For information see <http://www.issid.org/issid.2009/issid.2009.html> .

New Books on Assessment

Ter Laak, Jan J.F. & de Goede M.P.M. (2008, 4th actualised edition). Psychologische Diagnostiek: Inhoudelijke en methodologische grondslagen (Psychological Assessment: Content and Method). Amsterdam: Pearson (467 pages).

The book departs from the rationale that assessment is primarily about valid statements about an individual's behavior and not about test theory and -construction. It discusses in part I the history, controversies (idiographic versus nomothetic; clinical versus statistical prediction) and current practice of assessment. Part II contains a definition of assessment using its relation to implicit (lay), explicit theories (about individual differences, development and social context) and alternative concepts. It describes further assessment methods resulting in categories, scales or a number of vectors (this includes classical and modern test theory), reliability and validity and an analysis of the diagnostic process. Part III discusses the assessment of individual differences, development and social contexts of personality, achievement and social situations. The last chapter discusses the quality of assessment, i.e., of its theories, methods and instruments. An appendix describes often used achievement tests and personality & context questionnaires; each instrument is accompanied by a judgment of its quality.