

Society for Personality Assessment

# ANNUAL CONVENTION

**SPA** "CHARTING THE FUTURE OF  
PERSONALITY ASSESSMENT"

*Welcome to*  
**BROOKLYN**  
NEW YORK

March 4-8, 2015

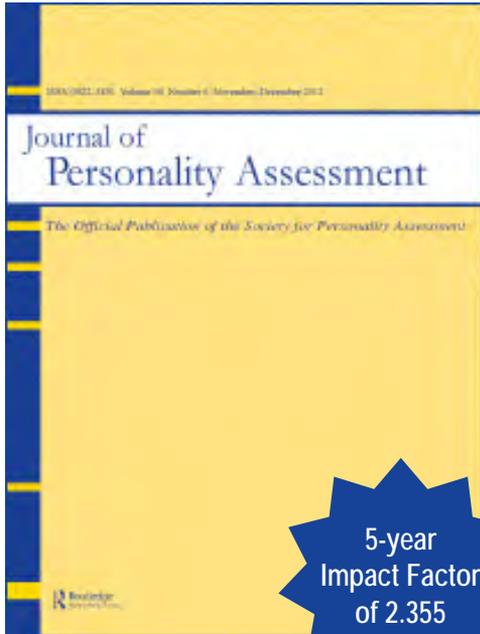
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# Journal of Personality Assessment

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5-year  
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## EDITOR

Steven Huprich  
Wichita State University  
[steven.huprich@wichita.edu](mailto:steven.huprich@wichita.edu)

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The **Journal of Personality Assessment (JPA)** publishes papers on the methods and processes related to the psychological assessment of personality, both normative and pathological. While test and measurement development manuscripts will be considered for publication, the journal is most interested in papers that advance the clinical utility and ecological validity of personality assessment in clinical and nonclinical populations. These papers could include studies on enhancing the psychometric properties of a known measure, revision or modification of an existing instrument to enhance its usefulness, or the methods and mechanisms that expand the functionality of personality assessment in clinical practice.

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## An Invitation from the SPA President

On behalf of the SPA Board of Trustees, I extend a warm invitation to you to attend the SPA Annual Convention, March 4-8, 2015, at the New York Marriott at the Brooklyn Bridge in Brooklyn, NY. This is the first time in many moons that the SPA Convention has been held in the New York City area. Being there promises to be great fun and, as always, the Convention will offer top-notch presentations and learning opportunities. The theme for this year's meeting is "Charting the Future of

Personality Assessment." President-Elect and Program Chair, Robert F. Bornstein, Continuing Education (CE) Chair, John Porcerelli, and the CE Committee have organized an excellent program of workshops, scientific/research presentations, clinical case discussions, and posters that will be presented during the Convention.

One highlight is the Marguerite Hertz Memorial lecture. The Hertz lecture was established to honor the contributions made to the field of personality assessment by a distinguished individual who is deceased. I always look forward to hearing personal anecdotes from students, colleagues, and family members which make the "giants" in our field more human. This year, we will be honoring the legacy of Theodore Millon, who made significant theoretical, nosologic, and methodological contributions to the field of personality assessment.

Opportunities to learn about the latest developments, research findings, clinical applications, and controversies in personality assessment will be plentiful in Brooklyn. Pre-convention workshops, for instance, include R-PAS assessment of children and adolescents taught by Phil Erdberg; assessment of trauma-related conditions using the MMPI-2 RF presented by Paul Arbisi; and a workshop led by Chris Hopwood and Mark Ruiz illustrating use of the PAI in forensic contexts. The MCMI-IV, the newest version of the MCMI which is scheduled to be released in the spring of 2015, will be introduced by Seth Grossman. Other workshops will focus on collaborative/therapeutic assessment; improving report writing skills; issues in assessment of domestic violence; multi-method approaches to forensic evaluations of the potential for violent behavior; and applications of attachment theory to inform psychodynamically-oriented psychotherapy.

The 2015 Master lectures will be presented by Terrence Keane and Diana Diamond. I am sure you are familiar with Dr. Keane's influential contributions to the conceptualization, assessment, and treatment of Post-Traumatic Stress Disorder. The impact and the emotional, interpersonal, and economic toll of experiencing traumatic events has been highlighted for all Americans as we have heard about, evaluated, and/or treated the difficulties experienced by many combat veterans who have served in Afghanistan and Iraq. We look forward to hearing about the most recent developments in Dr. Keane's thinking and work. Dr. Diamond's master lecture will be organized around the contributions to psychology and psychological assessment made by Sidney Blatt, another luminary in our field who died recently. I should note that Dr. Blatt served as President of SPA from 1984-1986.

As in past years, there will be an embarrassment of riches presented in the paper sessions, symposiums, and roundtable discussions. Attendees will be able to follow "tracks" in Forensic (FO), Collaborative/Therapeutic (C/T), Child/Adolescent (C/A), and Analytic (AN) assessment approaches as well as Training/Supervision (T/S). Sessions that contribute to the development of the skills and knowledge required for an individual to meet the criteria to be certified as being *proficient* in personality assessment will also be identified. Interest group meetings afford a means for attendees to exchange ideas about shared interests in an informal, relaxed setting. Training sessions and social events specifically geared toward graduate students will also be offered, organized by SPAGS, the student branch of SPA.

Now is the time to mark your calendars, make your plane and hotel reservations. The Marriott hotel is in a terrific location with many restaurants and good shopping nearby. We are also a quick train ride into the City for those of you interested in taking a bite out of the "Big Apple." I invite you all to attend the President's Reception as the conference gets underway.

Go to SPA's website ([www.personality.org](http://www.personality.org)) to register for the Convention promptly, to take advantage of the early registration rate, and to ensure a seat at your preferred workshops. The draft Program Book will be posted on our website in January; attendees will receive a hard copy of the detailed Program Book onsite at the Convention. I look forward to seeing you in March!

Ronald J. Ganellen, Ph.D.  
President, SPA Board of Trustees

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## Wednesday, March 4, 2015

- 8:30 am - 5:00 pm Full-Day Workshops (5)
- 8:30 am - 12:00 pm Half-Day Workshops (1)
- 12:00 pm - 1:30 pm Lunch Break
- 1:30 pm - 5:00 pm Half-Day Workshops (1)
- 5:30 pm - 8:00 pm Board of Trustees Meeting
- 5:30 pm - 9:00 pm Half-Day Workshops (3)

## Thursday, March 5, 2015

- 8:00 am - 12:00 pm Board of Trustees Meeting
- 8:30 am - 12:00 pm Half-Day Workshops (6)
- 12:00 pm - 1:30 pm Lunch Break
- 12:00 pm - 1:30 pm SPAGS Board Meeting Lunch
- 12:00 pm - 1:00 pm Lunch Presentation: Bringing a Candle in the Darkness: Therapeutic Assessment in a Correctional Setting [CT] (1 CE) *Mark Hume*
- 12:00 pm - 1:30 pm Information Sessions  
Proficiency [P] *Hadas Prade*  
ABAP Presentation - Preparing for ABAP Board Certification: Selecting an Assessment Psychology Subspecialty Board and Application Process (1 CE) *Edward Gotts*
- 1:30 pm - 3:00 pm Opening Plenary Session  
Presidential Address (1 CE) *Ronald J. Ganellen*
- 3:15 pm - 4:15 pm Bruno Klopfer Award (1 CE) *Jack Graham*
- 4:30 pm - 6:30 pm Scientific Sessions  
Symposium A: Identifying Psychotic Phenomena with Traditional Assessment Methods: Current Developments [P] (2 CE)  
Symposium B: Linking the MMPI-2-RF to Contemporary Models of Personality and Psychopathology [P] (2 CE)  
Paper Session C: Defense Mechanisms: Assessment with the TAT and Structured Interviews [I/M]  
Paper Session D: Teaching and Learning Collaborative Therapeutic Assessment [T/S] [CT]  
Paper Session E: Personality Assessment in Non-traditional Settings and Samples  
Paper Session E: Experience Sampling of Affective-Interpersonal Cycles in Daily Life
- 6:45 pm - 8:00 pm Book Signing
- 6:45 pm - 8:00 pm President's Welcome Reception
- 6:45 pm - 8:00 pm Poster Session I
- 8:00 pm SPAGS Social (TBA)

## Friday, March 6, 2015

- 7:30 am - 8:30 am JPA Editorial Board Meeting Breakfast
- 8:30 am - 10:30 am Scientific Sessions  
Case Discussion A: Tarzan or Talleyrand? A Multi-method Collaborative Assessment [CT] [I/M] (2CE)  
Case Discussion B: Putting It All Together: Case Discussion of Multi-Modal Assessment [I/M] (2 CE)  
Symposium C: Using the Adult Attachment Projective Picture System in Collaborative Therapeutic Assessment [CT] (2 CE)  
Paper Session D: Construct Validation of the CAT-PD Model and Measures of Pathological Personality Traits  
Paper Session E: Advances in Personality Assessment Teaching and Training [T/S]  
Paper Session F: Some R-PAS Developments, Trajectories, and Applications [P]
- 10:45 am - 11:45 am Master Lecture I: Paul Lerner Memorial Master Lecture (1 CE) *Diana Diamond*
- 12:00 pm - 1:00 pm Lunch Break  
JPA Associate Editor Lunch  
SPAGS Diversity Lunch  
Lunch Presentation: The Future of the Rorschach: Recovering the Test from the Empiricist's Pawn Shop (1 CE) *James Choca*
- 12:00 pm - 1:00 pm Interest Groups (Lunch provided)  
Psychoanalytic Assessment [AN]  
Collaborative/Therapeutic Assessment [CT]  
Health Psychology
- 1:15 pm - 2:15 pm Master Lecture II (1 CE) *Terrence Keane*
- 2:45 pm - 4:45 pm Scientific Sessions  
Symposium G: Clinical Use of the Crisi Wartegg System (CWS) in the Assessment of Depression [P] (2 CE)  
Case Discussion H: A Juvenile Catathymic Matricide [FO] [C/A] (2 CE)  
Paper Session I: MMPI Research [P]  
Paper Session J: Comparing Four Diagnostic Methods for Personality Disorders [P]  
Paper Session K: Rorschach Assessment of Risk for Psychosis  
Paper Session L: Applying the Mutuality of Autonomy Scale to the TAT
- 5:00 pm - 6:00 pm Hertz Memorial Presentation [1 CE]  
In memory of *Theodore Millon*
- 6:00 pm - 6:30 pm Awards Presentations  
Walter G. Klopfer Award - (TBD)  
Martin Mayman Award - (TBD)  
Samuel J. and Anne G. Beck Award *Dustin Wygant*  
Mary Cerney Award *Ryan Marek*
- 6:45 pm - 8:00 pm Reception
- 6:45 pm - 8:00 pm Poster Session II

# Personality Assessment

Saturday, March 7, 2015

- 7:30 am - 8:30 am Exchange Editorial Board Breakfast
- 8:30 am - 10:30 am Scientific Sessions  
Symposium A: Swimming Upstream: Advances in Education and Training of Assessment [T/S] [P] (2 CE)  
Symposium B: Assessment's Neglected Child: Why We Need to Use and Teach Quality Writing Skills (2 CE)  
Paper Session C: Assessment in Forensic and At-Risk Populations [FO]  
Paper Session D: Multi-Method Assessment and Test Score Integration [I/M]  
Paper Session E: To Be or Not To Be: An Examination of Implicit Personality Factors Underlying Self-Destructive Behavior [AN]  
Paper Session F: Generating Clinical Insights Using the SCORS-G Global and Individual Scales [P]
- 10:45 am - 12:45 pm Scientific Sessions  
Symposium G: Difficult Assessment Cases and Then Some: Part II [P] (2 CE)  
Symposium H: How Practicing Collaborative/Therapeutic Assessment Helps Assessors Grow [CT] (2 CE)  
Symposium I: Contending with Administration and Coding Challenges for the Rorschach Performance Assessment System (R-PAS) [P] (2 CE)  
Roundtable Discussion J: Expert Strategies in Manuscript Writing, Publishing, and Reviewing Journal Articles (Sponsored by SPAGS)  
Paper Session K: Getting Serious About Assessment Supervision: What Matters Most [T/S]  
Paper Session L: Defensive Processes from an Attachment Perspective: Assessment Methods and Therapeutic Implications
- 12:45 am - 1:45 pm Lunch Break
- 12:45 pm - 1:45 pm Student Lunch *John Clarkin*
- 12:45 pm - 1:45 pm Lunch Presentation: Diagnosing DID through a Collaborative Assessment including the R-PAS (1 CE) *Stacy Boyer*
- 12:45 pm - 1:45 pm Interest Groups (Lunch Provided)  
Forensic [FO]  
Teaching/Training Personality Assessment [T/S]  
Integration/Multi-Method Assessment [I/M]  
International Interest Group
- 2:00 pm - 4:00 pm Scientific Sessions  
Symposium M: Adventures in Assessment: Evolution and Creativity in the Evaluator/Client Relationship [CT] (2 CE)  
Roundtable Discussion N: Locating Ourselves in the Legacy: Where are We in the Practice and Teaching of Psychoanalytic Approaches to Assessment? [T/S][AN] (2 CE)  
Symposium O: Trends in Projective Drawings (2 CE)  
Paper Session P: Assessment of Trauma and Its Effects  
Paper Session Q: Rorschach Research  
Paper Session R: Novel Approaches to Understanding the Deficits in Social Cognition Associated

with Personality Pathology

- 4:15 pm - 6:15 pm Scientific Sessions  
Roundtable Disc S: Teaching Assessment: SPA Education & Training Survey Findings and Recommendations [T/S] (2 CE)  
Symposium T: Hidden Social and Cultural Influences to Assessor's Practices in Therapeutic Assessment [CT] (2 CE)  
Symposium U: Investigations into the Pre-history and Milieu of Hermann Rorschach's Inkblot Test (2 CE)  
Paper Session V: Recent Advances in Self-Report Methods [P]  
Paper Session W: Normative Research Outcomes for the Rorschach Performance Assessment System (R-PAS) [P]  
Paper Session X: Emerging Measures and Innovative Measures
- 6:30 pm - 7:45 pm Farewell Reception
- 6:30 pm - 7:45 pm Poster Session III

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## SCIENTIFIC SESSION TRACKS

- P = Proficiency  
FO = Forensic Assessment  
CT = Collaborative/Therapeutic Assessment  
C/A = Child/Adolescent  
AN = Analytic  
T/S = Training/Supervision  
I/M = Integration/Multimethod Assessment

# Workshops - Wednesday, March 4

## 1. Forensic Use of the Personality Assessment Inventory

Wednesday, March 4, 8:30 am - 5:00 pm, 7 CE

*Christopher J. Hopwood, Ph.D.*

*Michigan State University, East Lansing, MI*

*Mark A. Ruiz, Ph.D.*

*James A. Haley Veterans Hospital, Tampa, FL*

This workshop will focus on using the PAI in forensic settings. Both presenters have been extensively involved in research, practicing, and teaching with the PAI. Dr. Hopwood, who has conducted a range of research with the instrument with a particular focus on test score validity, will review research and provide clinical recommendations for the PAI validity scales and risk indicators. Dr. Ruiz, who has focused, in particular, on research and practice in forensic settings, will use case material to highlight the clinical interpretation of the PAI in forensic practice.

### Goals and Objectives:

1. Describe the development and validity evidence for PAI validity indicators in forensic settings.
2. Explain evidence-based models for using PAI validity indicators in conjunction in forensic settings.
3. Provide conceptual frameworks to guide the use of PAI risk indicators in forensic settings.
4. Apply evidence-based interpretation of the PAI to clinical predictions of case material from forensic settings.
5. Discuss specific techniques for using the PAI that are particularly applicable to forensic settings.

**Skill Level:** Intermediate--participants should be familiar with the PAI, but expertise is not required.

## 2. Use of the MMPI-2 RF in Evaluation of Trauma Related Conditions

Wednesday, March 4, 8:30 am - 5:00 pm, 7 CE

*Paul A. Arbisi, Ph.D., ABAP, ABPP*

*Minneapolis VA Health Care Center/University of Minnesota, Minneapolis, MN*

This workshop will focus on the role of the MMPI-2 RF in a multimethod evaluation of trauma related psychological conditions. During the first half of the workshop, the history of the use of the MMPI /MMPI-2 in the evaluation of trauma related psychiatric conditions including PTSD will be presented followed by an overview of the MMPI-2 RF including a review of the hierarchical interpretation strategy for the MMPI-2 RF as applied to trauma related conditions. A review and evaluation of accumulating literature demonstrating the utility of MMPI-2 RF in the assessment of trauma related conditions including PTSD will be integrated during the review of the MMPI-2 RF interpretive strategy. The afternoon will focus on the practical

implications of the use of the MMPI-2 RF in diagnosis and assessment of trauma related conditions. Cases from a variety of settings will be presented to illustrate the ability of the MMPI-2 RF to aide in diagnostic formulation and treatment planning in PTSD and other trauma related conditions as well as in frequently co-morbid conditions such as depression, anxiety disorders, and substance misuse disorders. Setting specific considerations will be addressed including issues associated with protocol validity in Veterans Affairs and civil disability evaluations as well as criminal forensic evaluations. Moreover, beyond diagnostic considerations, the use of the MMPI-2 RF to aid in treatment matching for empirically supported interventions for PTSD will be discussed. Data will be presented supporting the use of the MMPI-2 RF in selecting individuals who are likely to respond best to exposure based interventions. Finally, participants will be encouraged to share de-identified case examples.

### Goals and Objectives:

1. List MMPI-2 RF scales that, when elevated, are consistent with a trauma related condition.
2. Describe the subtypes of PTSD as reflected on the MMPI-2 RF.
3. Discuss setting and trauma specific effects in the assessment of trauma related conditions with the MMPI-2 RF.
4. Evaluate the relative utility of trauma specific MMPI/MMPI-2 scales in identification of PTSD.
5. Use the MMPI-2 RF to evaluate treatment readiness in individuals considering exposure based treatments for PTSD.

**Skill Level:** Intermediate--participants should have a working knowledge of the MMPI-2 RF.

## 3. Psychological Testing that Matters: Creating a Road Map for Effective Treatment

Wednesday, March 4, 8:30 am - 5:00 pm, 7 CE

*Anthony Bram, Ph.D.*

*Cambridge Health Alliance/Harvard Medical School, MA*

*Mary Jo Peebles, Ph.D., ABPP, ABPH*

*Private Practice, Bethesda, MA*

Psychological testing is most valuable to the extent that it makes a meaningful difference in a person's treatment. Too often, though, testing falls short as treatment implications described in test reports are generic, unelaborated, or would have been obvious without the time and money invested in the evaluation. In this workshop, we present a person- and treatment-centered—as opposed to the more common test-centered—approach to psychological testing aimed to redress this. Synthesizing and updating the method that evolved and was taught in the postdoctoral training program at the Menninger Clinic in Topeka, KS from the 1940's through 2001, we present an approach to Psychological Testing that Matters (also the title

# Workshops - Wednesday, March 4

of our recent book). Our workshop takes participants through a way of thinking about testing, from the eliciting and clarifying questions posed by our referring colleague through the written report and other feedback. Along the way, we teach about: (1) the concept of treatment-centered diagnosis, (2) principles of inference-making, (3) how to assess crucial ego functions (reality testing, reasoning, emotional regulation, relatedness/alliance potential), linking each to their relevance in treatment planning, (4) how to make use of the patient-examiner relationship as data source and means of hypothesis testing, (5) use of the inference map as a tool to organize data to refine our formulation and treatment implications. This Workshop will tap assessment data from Rorschach, TAT, Wechsler, and patient-examiner relationship tools; however, the approach to interpretive thinking taught in the Workshop will be applicable to any compilation of assessment instruments.

## Goals and Objectives:

1. List four factors critical to our level of confidence in interpretive inferences.
2. Describe three places (each) to look in psychological testing data for information about a patient's (a) reality testing, (b) reasoning, (c) emotional regulation, and (d) relatedness/alliance potential.
3. Conduct a disciplined configurational/minisequence analysis and describe three findings relevant to a psychotherapy process.
4. List the four paradigms of underlying developmental disruption.
5. Discuss at least four factors that enhance the treatment-relevance of a test report.

**Skill Level:** Participants should have completed two graduate level courses in psychological assessment; conducted a minimum of six test batteries that included performance-based personality measures (projectives). Participants are asked to bring one test data protocol of a patient that presented clinical or interpretive questions for them.

## 4. Therapeutic Assessment of Children: Using Psychological Testing to Change the Family Story

Wednesday, March 4, 8:30 am - 5:00 pm, 7 CE

*Marita Frackowiak, Ph.D.*

*Center for Therapeutic Assessment, Austin, TX*

*Francesca Fantini, Ph.D.*

*Catholic University, Milan, Italy*

*J.D. Smith, Ph.D.*

*Baylor University, Waco, TX*

Children are often referred for psychological assessment for diagnosis, treatment planning, or educational placement.

This workshop introduces the Therapeutic Assessment (TA) model where psychological assessment of children forms the centerpiece of a powerful, brief, family intervention. Drs. Frackowiak, Fantini and Smith will discuss how TA can help shift a family's story – from one where the child is seen as “the problem,” to one that is more systemic and less blaming of the child. Such shifts have been shown to result in decreased symptomatology in children, adolescents and parents, and in greater family cohesion. Drs. Frackowiak, Fantini and Smith will discuss specific techniques of TA and then illustrate them with extensive video excerpts from actual cases. The workshop will be valuable for two groups of participants: 1) experienced psychological assessors wishing to learn the methods of TA applied to children and families, and 2) psychologists and other mental health professionals interested in learning when to refer children and families for TA.

## Goals and Objectives:

1. Learn the steps involved in TA of children and families.
2. Identify and use TA techniques that help families develop new understandings of children's problems.
3. Recognize how assessment feedback to a family can be a powerful intervention that promotes positive change.
4. Learn a style of written assessment feedback that is therapeutic to children and parents.

**Skill Level:** This is an introduction level workshop for participants with moderate to advanced assessment skills.

## 5. Introducing the MCMI-IV: Assessment and Therapeutic Applications

Wednesday, March 4, 8:30 am - 5:00 pm, 7 CE

*Seth Grossman, Psy.D.*

*Private Practice/FIU College of Medicine, Miami, FL*

The MCMI-IV is currently on-track for a scheduled launch in the late spring/early summer of 2015. This workshop will introduce this newest revision and provide an overview of changes and updates to its constructs, scales, standardization, and interpretive features. Included in the workshop's activities will be a comprehensive overview of Millon's Evolutionary Theory (including the last modifications and additions to the theory prior to his passing), and their application in the new test. The workshop will place particular emphasis on the underlying theory's usefulness not only in constructing the instrument, but in creating a basis for an enhanced, empathic understanding of persons and an interface for creating effective, personalized therapeutic interventions.

## Goals and Objectives:

1. Describe the structures, scales, and constructs of the MCMI-IV, highlighting changes from the MCMI-III.

# Workshops - Wednesday, March 4

2. Discuss the utility of Millon's evolutionary theory in test construction and assessment/interpretation.
3. Apply underlying theory to develop effective and relevant interpretations of MCMI-IV scale configurations.
4. Use the primary personality scales and Grossman Facet Scales of the MCMI-IV to develop therapeutic dialogue in a personalized psychotherapy approach.
5. Apply clinical hypotheses drawn from the MCMI-IV to the structure of collaborative and therapeutic assessment.
6. Develop interpretive summaries and conduct mock feedback using sample MCMI-IV profiles.

**Skill Level:** Prior coursework and experience administering objective assessments is required for this workshop; prior experience with Millon instruments and theory is beneficial, but not required.

## 6. Challenges and Opportunities of Teaching Assessment in the Current Training Context

Wednesday, March 4, 8:30 am - 12:00 pm, 3.5 CE

*Jessica Gurley, Ph.D.*

*American School of Professional Psychology at Argosy University, Washington, DC*

*Steven Lally, Ph.D., ABPP*

*American School of Professional Psychology at Argosy University, Washington, DC*

Within education in general, and specifically in professional psychology education, there has been an increased focus in articulating the goals, objectives, and competencies needed to acquire the necessary skills, knowledge, and attitudes to function effectively across the developmental range of professional psychology (i.e., start of practicum, beginning of internship, independent practice; NCSPP's DALs, APA's Competency Benchmarks). Along with this focus there has been an increased effort within the field to provide both direct and indirect as well as proximal and distal measures of the attainment of these competencies. This workshop, taught by two experienced faculty members from an APA accredited clinical psychology doctoral program, will focus on methods to teach and measure these competencies in assessment across the developmental range, including the integration of practice and classroom learning. Additionally, at this time major psychological tests and scoring systems are being revised (e.g., MMPI-2 and MMPI-2RF, Comprehensive System and RPAS) and new tests are challenging established instruments (e.g., Woodcock Johnson and Wechsler tests), the presenters will discuss how educators and supervisors can handle these changes and cover some of the controversies associated with them. This workshop is designed to meet the needs of adjunct and core faculty within accredited psychology programs as well as supervisors at practicum and internship training sites.

## Goals and Objectives:

1. Identify two ways to objectively measure assessment competencies in coursework.
2. Discuss how assessment instructors can address the rapid changes in assessment (e.g., new instruments) in their courses.
3. List at least two ways to objectively measure assessment competencies in practicum work.

**Skill Level:** This workshop is designed for adjunct and core faculty and supervisors at practicum and internship training sites.

## 7. The Rorschach Performance Assessment System: Basic Interpretation with Cases

Wednesday, March 4, 1:30 am - 5:00 pm, 3.5 CE

*Joni Mihura, Ph.D.*

*University of Toledo, Toledo, OH*

*Gregory J. Meyer, Ph.D.*

*University of Toledo, Toledo, OH*

This workshop is for participants who have had basic training and experience with the new Rorschach Performance Assessment System (R-PAS). It focuses on R-PAS interpretation with an illustrative case. An evidence-focused system based on the most current research, R-PAS emphasizes those aspects of test performance that have the strongest empirical foundation, the most transparent relation to underlying psychological processes, the greatest utility as rated by experienced Rorschach users, and the most reliable normative comparisons. The workshop begins with a review of an update on new R-PAS developments that affect interpretation—in particular, the new R-PAS interpretive output. The workshop focuses on two cases that illustrate the clinical application of R-PAS with adults with two different presentations. Upon proof of enrollment in the workshop, participants will be able to request a copy of the R-PAS results for these two cases in order to familiarize themselves with the cases before the workshop. This will not only maximize the time spent in the workshop but allow the participants to be more meaningfully involved in discussing the interpretations for the cases. In general, participants will receive training in the principles and procedures for generating interpretive inferences that are most closely aligned with the research literature and the psychological processes that are involved in generating each response. Throughout we provide time that allows for questions, comments, and discussion with those in attendance. Although the workshop will instruct participants in the application of the new interpretive output, it does not assume that every participant will purchase the interpretive output with every scoring allocation. This workshop should be useful for people who teach personality assessment, but it is especially aimed at the needs of practitioners. It should appeal to practitioners and teachers interested in learning how to more

# Workshops - Wednesday, March 4

fully and accurately understand clients through multimethod clinical assessments that incorporate making careful inferences from valid, performance based R-PAS scales.

## Goals and Objectives:

1. Summarize the R-PAS principles for accurate interpretation and contrast them with previous models.
2. Apply R-PAS interpretive procedures and guidelines to a case.
3. Utilize the R-PAS scoring printout to make accurate interpretations.
4. Utilize and apply the new R-PAS interpretive output to a case.

**Skill Level:** Intermediate skill level with basic knowledge of R-PAS administration and coding.

## 8. Personality Assessment Consultation Opportunities with the Federal Aviation Administration: An Orientation to FAA Practices and Standards

Wednesday, March 4, 5:30 pm - 9:00 pm, 3.5 CE

*Chris Front, Psy.D.*

*Federal Aviation Administration, Washington DC*

Personality assessment is an essential element in pre-employment and fitness for duty evaluations for a variety of public safety-sensitive positions. Many psychologists specializing in personality assessment have developed consultation relationships with police and other public safety agencies. Fewer have become consultants for the FAA, which relies on psychologists skilled in personality assessment to conduct thorough evaluations of pilots and air traffic controllers. The FAA is actively recruiting psychologists who are skilled in personality assessment to join its team of consultants. This workshop is designed to prepare such psychologists to perform both pre-employment and fitness for duty evaluations for the FAA. The workshop will begin with an orientation to the unique psychological demands inherent in the aviation environment and the standards necessary for aviation safety. A brief review of the legal and ethical issues involved in conducting pre-employment and fitness for duty evaluations will follow. The main focus of the workshop will be on the special considerations required for pre-employment and fitness for duty evaluations conducted with pilots and air traffic controllers for the FAA, including published and unpublished normative test score patterns for those populations, the safety relevance of subclinical conditions, and the differences between DSM-5 diagnoses and FAA regulatory standards. A discussion of test data, psychosocial history, clinical interview, MSE, and collateral information to guide and support decisions will follow. Case examples

will be provided to illustrate assessment practices and FAA standards.

## Goals and Objectives:

1. Describe the unique psychological demands of working in the aviation environment.
2. Describe the most salient ethical and legal issues in conducting pre-employment and fitness for duty evaluations for public safety-sensitive positions.
3. Utilize normative score patterns (e.g., MMPI-2 means and S.D.s for pilots and Air Traffic Control Specialist Applicants) when conducting test interpretation.
4. Discuss the differences between DSM-5 diagnoses and FAA regulatory standards.
5. Explain the safety relevance of subclinical conditions in the aviation work environment.

**Skill Level:** Participants with intermediate to advanced skills in personality assessment will benefit most from this workshop.

## 9. Use of the Adult Attachment Projective Picture System in Psychodynamic Psychotherapy

Wednesday, March 4, 5:30 pm - 9:00 pm, 3.5 CE

*Carol George, Ph.D.*

*Mills College, Lafayette, CA*

*Anna Buchheim, Ph.D.*

*University of Innsbruck, Austria*

The Adult Attachment Projective Picture System (AAP) is a valid representational measure of internal representations of attachment based on the analysis of a set of free response picture stimuli designed to systematically activate the attachment system (George & West, 2012). The AAP provides a fruitful diagnostic tool for psychodynamic-oriented clinicians to identify attachment-based deficits and resources for an individual patient in therapy. Deficits in patient functioning are often associated with pathological mourning of attachment trauma. This symposium begins with an overview of pathological mourning, and then discusses the integration of attachment theory in psychoanalysis as related to the therapeutic agenda. Case study of the use of the AAP in the context of patient trauma illustrates the components of the AAP that are particularly relevant to a psychodynamic conceptualization.

## Goals and Objectives:

1. Understand the meaning of attachment trauma and pathological mourning.
2. Describe the intersection between attachment theory and the psychodynamic clinical orientation.
3. Apply the AAP to demonstrate the use of assessment in building the intersection between these two perspectives.

# Workshops - Thursday, March 5

4. Demonstrate the use of the AAP toward this goal using case example.

**Skill Level:** Knowledge of the basics of attachment theory and psychodynamic psychotherapy.

## 10. R-PAS Contributions to Contextualizing Violence with a Case Illustration and Recommendations for Use in Court

Wednesday, March 4, 5:30 pm - 9:00 pm, 3.5 CE

*Donald J. Viglione, Ph.D., ABAP*

*Alliant International University, San Diego, CA*

*Robert E. Erard, Ph.D.*

*Psychological Institutes of Michigan, P.C., Bloomfield, MI*

The Rorschach can play an important role in the multimethod forensic assessment of violent behavior. Although the Rorschach should never be used on its own to assess proneness to violence or predict violent behavior, it offers several important advantages in understanding the role of personality and dynamics factors in aggressive behavior and interpersonal exchanges. As measures of implicit needs and motives, R-PAS scores may reveal spontaneous emotional and behavioral tendencies that the person being evaluated is either unaware of or unwilling to disclose. R-PAS scores can show whether aggression is on someone's mind to an unusual extent, how likely someone is to react in an oppositional way to perceived pressure of provocation, whether there are implicit self-destructive tendencies that are associated with suicidal behavior, whether someone is touchy and hypervigilant, to what degree the respondent is able to accurately interpret other people's intentions and motives, whether there are adequate psychological resources for self-control, and whether the individual shows ordinary concern for social rules and conventions. Beyond the scoring, idiographic Rorschach analysis permits more nuanced and contextualized ("if...then") analysis of dynamic factors that may lead to violence. What kinds of fears or frustrations are most likely to lead to aggressive ideation and breakdowns in impulse control? If the individual is feeling challenged or provoked, what is her first line of defense? This workshop will present principles and guidelines for using the Rorschach to understand risk of violence within the multimethod assessment of violent behavior. Some of these will be demonstrated with a case illustration. Also, information about presenting and defending the Rorschach in court will also be provided.

### Goals and Objectives:

1. Describe key support for using the R-PAS in court.
2. Identify three pathways or mechanisms revealed by codes for violence suggested by Rorschach results.
3. Identify verbalizations on the Rorschach that might be

associated with narcissistic issues or aggressive interests that could explain violent acts.

4. Articulate limitations of aggression content scores as measures of violence risk or aggressive preoccupation.

**Skill Level:** Participants in this workshop should have prior experience with R-PAS in the form of some knowledge of the interpreted variables and normative system. This is typically achieved through a previous workshop, introductory workshops at SPA, or reading Chapters 1,2,3,8 \* 9 in the R-PAS Manual (Meyer, Viglione, Mihura, Erard, & Erdberg, 2011).

## 11. Using the Rorschach Performance Assessment System (R-PAS) with Children and Adolescents

Thursday, March 5, 8:30 am - 12:00 pm, 3.5 CE

*Philip Erdberg, Ph.D.*

*University of California, San Francisco, CA*

This workshop introduces participants to the use of the Rorschach Performance Assessment System (R-PAS) with children and adolescents. R-PAS is the new, evidence-focused system that integrates ongoing research with the Rorschach literature of the last few decades. R-PAS emphasizes the components of test performance that have the strongest empirical foundations, the most transparent linkages with underlying psychological processes, the greatest utility as rated by experienced Rorschach users, and the most reliable normative anchoring. The workshop begins with a description of the child and adolescent normative project, explaining how to use the transitional child and adolescent norms in clinical practice. This review provides the background for our description of the R-PAS approach to administration, coding, and calculation of structural findings. The workshop then focuses on clinical applications of R-PAS with children and adolescents. We review clinical cases, beginning with problems encountered in administration and coding. We then move on to detailed demonstrations of the R-PAS approach to interpretation and its utility in intervention planning and monitoring.

### Goals and Objectives:

1. Recognize the value of "performance assessment" as a foundation for clinical interpretation.
2. Understand the empirical and conceptual criteria for the selection of R-PAS variables.
3. Learn how to employ standardized administration procedures that optimize the length of Rorschach protocols.
4. Understand how new normative reference standards support clinical inferences and how to use them with children and adolescents.
5. Practice coding to gain proficiency with R-PAS variables.

6. Learn how to apply R-PAS interpretive procedures for intervention planning and monitoring with children and adolescents.

**Skill Level:** Participants should have basic training/familiarity with the Rorschach Performance Assessment System

## 12. Advances in the Rorschach Comprehensive System Assessment of Adolescents

Thursday, March 5, 8:30 am - 12:00 pm, 3.5 CE

*Irving B. Weiner, Ph.D., ABPP, ABAP*  
*University of South Florida, Tampa, FL*  
*Shira Tibon Czopp, Ph.D., ABAP*  
*Tel Aviv, Israel*

This workshop addresses the application of contemporary adolescent reference norms to Rorschach differentiation of healthy and psychopathological personality functioning in young people. The presentation features new developments in CS-based scales and interpretive strategies. Developmental issues and Rorschach advances in adolescent assessment are illustrated with cases of internalizing and externalizing disorder

### Goals and Objectives:

1. Clarify developmental issues in the differential diagnosis of normality and psychological disorder in adolescents.
2. Explain procedures for codifying adolescent Rorschach data in ways that facilitate cross-group comparisons and identification of deviations from normative expectation.
3. Explain how attention to the Rorschach structural data can be profitably integrated with a psychodynamically-oriented sequence analysis.
4. Demonstrate the application of new CS-based scales and interpretive strategies in Rorschach protocols of adolescents with internalizing and externalizing types of disorder.

**Skill Level:** Familiarity with the Rorschach Comprehensive System.

## 13. Assessment with Difficult Clients: Building a Relationship that Fosters Change

Thursday, March 5, 8:30 am - 12:00 pm, 3.5 CE

*Pamela McDonald Schaber Ph.D.*  
*Center for Therapeutic Assessment, Austin, TX*  
*Filippo Aschieri, Ph.D.*  
*European Center for Therapeutic Assessment,*  
*Università Cattolica del Sacro Cuore, Milano, Italy*  
*Lionel Chudzik, Ph.D.*  
*Center for Research and Treatment of Externalizing Disorders,*  
*Centre Psychotherapeutique de l'Orne, Alencon,*  
*France*

Therapeutic Assessment (TA) is a paradigm for conducting psychological assessment that has been found to result in long-standing therapeutic outcomes for different types of clients (i.e. adults, families, couples). A central aspect of the TA model is to establish a therapeutic relationship in which clients feel supported. The therapeutic relationship is what allows clients to review the narratives they hold about themselves and the world and experience new ways of interacting with the clinician, that translates to changes in relational patterns in their everyday lives. Building this kind of relationship during the assessment process can be difficult, particularly with clients who have developed a deep mistrust of others and expect not to be understood. This workshop teaches the principles and techniques of the TA model that are critical to building an alliance with these clients. The presenters will involve the participants in reflecting upon and gaining empathy for how a client becomes “difficult” to establish an alliance with, taking into account both the client’s life experiences and the clinician’s prejudices and biases that are frequently implicit in the assessment work. Case examples and video excerpts from the presenters assessment work with difficult clients (a violent offender found incompetent due to mental illness, a young woman with a severe trauma history, and an immigrated family) will be used to demonstrate how the techniques and procedures of the TA model make it possible to build a therapeutic relationship even in complex clinical situations. The workshop assumes some basic familiarity with the TA model, standard psychological assessment instruments such as the MMPI-2, the Rorschach, and the TAT.

### Goals and Objectives:

1. Identify different ways the clinician and the client’s biases affect the assessment process.
2. List the underlying principles of building a therapeutic alliance in TA.
3. Describe how the therapeutic relationship can be utilized in the change process.
4. Pinpoint different reasons clients can be “difficult.”
5. Identify the key points of the therapeutic alliance that shifted a difficult client toward change in the case examples provided.

**Skill Level:** This is an introductory workshop for psychologists and graduate students at all levels of training.

## 14. Teaching Personality Assessment (But Not Personality Training)

Thursday, March 5, 8:30 am - 12:00 pm, 3.5 CE

*Steven Smith, Ph.D.*  
*Palo Alto University, Palo Alto, CA*

Instructors of graduate-level psychological assessment are

# Workshops - Thursday, March 5

increasingly called upon to include more and more content in their courses. Between psychometrics, interviewing, report-writing, and test interpretation, the clinical craft of assessment can get lost. The purpose of this workshop is to introduce a method of teaching psychological assessment and therapeutic assessment in a manner that is experience-near, clinically applicable, and blends science and practice. The model of instruction borrows from techniques of clinical practice, creative writing, and research methodology. Data collected over the course of a 10-week class will be used to demonstrate trajectories of student learning. Finally, class exercises and examples will be fully discussed and explored.

## Goals and Objectives:

1. Describe differences between instruction of assessment and testing.
2. Explain content covered in a 10-week graduate course on assessment.
3. Demonstrate learning exercises and course plans for a course on assessment.

**Skill Level:** Participants should be student and graduate-level instructors.

## 15. Assessing Psychosis with Clinical Interview and Psychological Testing

Thursday, March 5, 8:30 am - 12:00 pm, 3.5 CE

*James Kleiger, Psy.D.*

*Private Practice, Bethesda, MD*

*Ali Khadivi, Ph.D.*

*Albert Einstein College of Medicine/Bronx-Lebanon Hospital Center, Bronx, NY*

Assessing psychosis remains one of the most challenging tasks for assessment psychologists. In this workshop, Drs. Kleiger and Khadivi present a practical framework for understanding and diagnosing psychotic conditions with clinical interviewing techniques and psychological assessment procedures, with particular emphasis on the use of the Rorschach. The session begins with a review of evolving diagnostic concepts for how psychotic disorders are currently understood. The presenters provide a detailed discussion of the multiple dimensions of psychotic experience and describe interviewing methods and psychological testing variables that help identify different symptom dimensions, in line with current practice in the DSM-5. Clinical examples are used throughout to illustrate pathological symptom dimensions as they appear during interviews and on psychological testing. Where possible, presenters identify assessment variables that assist in making differential diagnoses. Additionally, presenters provide a brief discussion of assessment of suicide and violence risk in psychotic patients and a discussion of issues in

evaluating children and adolescents with psychotic disorders.

## Goals and Objectives:

1. Describe the distinction between categorical and dimensional approaches to diagnosing psychosis.
2. Explain the best way to assess hallucinations and delusions.
3. Discuss an integrated model of thought disorder.
4. Describe assessment methods/techniques appropriate for children.

**Skill Level:** Intermediate to advanced.

## 16. Domestic Violence Update: Assessment of Issues in Family and Criminal Courts

Thursday, March 5, 8:30 am - 12:00 pm, 3.5 CE

*Nancy Kaser-Boyd, Ph.D., ABAP*

*Geffen School of Medicine at UCLA, Los Angeles, CA*

This workshop will provide basic and advanced information on domestic violence to enhance evaluations for family court, regarding child custody, visitation, property settlement and spousal support, and evaluations for criminal court where issues of spousal assault and sometimes severe violence occurs. The workshop will begin with a review of the incidence and serious consequences of domestic violence, emphasizing contemporary patterns in the context of the original research. Laws relevant to family court will be reviewed. Laws relevant to criminal court will also be reviewed. The workshop will focus on the use (strengths and weaknesses) of psychological tests and inventories to assist in the process of domestic violence evaluations. A case from each domain (family court, criminal court) will be presented to illustrate assessment methods. The attendee will acquire skill in the evaluation of risk of present and future harm by the violent partner, with a review of the dynamics of domestic violence homicides. The seminar will end with a discussion about communicating findings in writing or testimony.

## Goals and Objectives:

1. Understand laws relevant to domestic violence in family court and criminal court.
2. Understand the common patterns of domestic violence and its effect on family members.
3. Use psychological tests in a competent manner in family court and criminal court evaluations involving domestic violence.
4. Acquire the skill to evaluate risk of violence, including homicide.
5. Communicate findings effectively, in writing or in testimony.

**Skill Level:** Intermediate skill with assessment and forensic ethics.

The **Bruno Klopfer Award** is given for outstanding, long-term professional contribution to the field of personality assessment. *Thursday, March 5, 2015, 2:45 pm*

The **Marguerite R. Hertz Memorial** is a tribute to Dr. Hertz for her long-term professional contributions to personality assessment, and is presented by the Society each year in honor of a deceased eminence from the field of personality assessment. This year's honoree is Theodore Millon, Ph.D., D.Sc. (1928-2014). Truly a giant in the field of psychology, Ted's career spanned six decades and included 25 books (e.g., Disorders of Personality, Toward a New Personology, Personalized Psychotherapy), eight assessment measures (e.g., Millon Clinical Multiaxial Inventory, Millon Adolescent Clinical Inventory, Millon Behavioral Medicine Diagnostic), and 150 manuals, chapters, articles, and commentaries. Ted was internationally recognized for his comprehensive theory of personality and psychopathology, which he began developing in the 1960s and was revising at the time his death. His taxonomy of personality disorders, and its relation to other forms of physical and mental illness, became a central feature of the 3rd, 4th, and 5th editions of the Diagnostic and Statistical Model of Mental Disorders. His tests, created to operationalize his model, greatly expanded the territory of traditional personality assessment in medical, adolescent, pre-adolescent, and college populations. His innovative use of base rate scores for the Millon Clinical Multiaxial Inventory (beginning in 1977) made it possible for clinicians to estimate the diagnostic accuracy of individual test results. *Friday, March 6, 2015, 5:00 pm*

The **Samuel J. And Anne G. Beck Award** is given for outstanding early career research in the field of personality assessment. The award is presented in conjunction with the University of Chicago at the Annual Meeting. *Friday, March 6, 2015, 5:45 pm*

The **Walter Klopfer Award** is given for distinguished contribution to the literature in personality assessment. A review committee chaired by the Journal editor selects the outstanding article in the previous year's Journal of Personality Assessment. *Friday, March 6, 2015, 5:45 pm*

The **Martin Mayman Award** is presented for distinguished contribution to the literature of personality assessment for an outstanding case study, qualitative research paper, or theoretical development published in the previous year's Journal of Personality Assessment and selected by a review committee chaired by the Journal editor. *Friday, March 6, 2015, 5:45 pm*

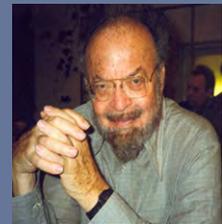
The **Mary S. Cerney Student Award** is awarded to the best personality assessment research paper by a graduate student. *Friday, March 6, 2015, 5:45 pm*

## Bruno Klopfer Award



Jack Graham, Ph.D.

## Marguerite R. Hertz Memorial



Theodore Millon, Ph.D.

## Samuel J. and Anne G. Beck Award



Dustin Wygant, Ph.D.

## Mary Cerney Award



Ryan Marek

## Master Lecture I: Paul Lerner Memorial Master Lecture *Understanding Severe Narcissistic Personality Disorders: What does Attachment Have to do With it?*



**Diana Diamond** is Professor in the Doctoral Program in Clinical Psychology at the City University of New York, and Adjunct Assistant Professor of Psychiatry at the Weill Medical Center of Cornell University, where she is also a senior fellow in the Personality Disorders Institute (PDI). Her primary interest is in the development, investigation, teaching, and practice of psychoanalytic psychotherapy and psychoanalysis for personality disorders. At the PDI she has participated in research on changes in attachment, mentalization and symptomatology over the course of a one-year manualized psychodynamic psychotherapy, Transference Focused Psychotherapy (TFP). She has published extensively on the relevance of attachment theory and research to psychoanalytic therapy, on applying concepts of attachment theory to investigating therapeutic process and outcome with patients with personality disorders, on mental representation and the ways they change over the course of psychodynamic therapy, and on the application of psychoanalytic theory to the understanding of narrative and symbolism in cinema. She has co-authored and edited several books most recently, *Attachment and Sexuality* (co-edited with Sidney Blatt and Joe Lichtenberg). Her current work involves investigating how attachment patterns of narcissistic patients affect therapeutic process, outcome and relationship, and on refinements of TFP to treat patients with narcissistic disorders. She is currently working on a clinical guide to TFP for NPD with Drs. Frank Yeomans and Barry Stern. She is on the Editorial Boards of *Psychoanalytic Psychology*, *Psychological Issues*, the *Journal of Couple and Family Psychoanalysis*, and *Psychoanalytic Inquiry*. She is a graduate of the New York University Postdoctoral Program in Psychotherapy and Psychoanalysis, and is in private practice in New York. She is also a member at large of the board of directors of the Division of Psychoanalysis (39) of the American Psychological Association and of the Rappaport-Klein Study Group. She is also the recipient of the ISTFP (International Society for Transference Focused Psychotherapy) Research Award for the paper, *Attachment and mentalization in female patients with co-morbid narcissistic and borderline personality disorder* (Diamond, D., Levy, K.N., Clarkin, J., Fisher-Kern, M., Cain, N., Doering, S., Hörz, & Buchheim, A. (in press). *Personality Disorders: Theory, Research and Treatment*.)



## Master Lecture II: *Assessing Psychological Trauma and PTSD: Recent Updates for the DSM-5*

**Terrence (Terry) M. Keane, Ph.D.**, was awarded a Presidential Citation for his lifelong commitment to helping our nation's veterans. A tireless clinician, researcher, teacher, mentor, advocate, bureaucrat, psychometrician, spokesperson, administrator, board member and leader, he is a gentleman and a scholar with a bottomless pit of energy, passion and compassion. Keane's keen clinical skills identified commonalities in returning veterans even before posttraumatic stress disorder (PTSD) was a diagnosis and tried to understand, define and help them, and he hasn't given up yet. His corpus of work paved the foundation for today's standard way of conceptualizing, assessing and treating PTSD. He serves as the "go-to" expert to the governments and decision makers of various countries, world-renowned institutions and agencies, and all branches of the United States military and its leaders. In 1989, he became director, Behavioral Sciences Division at the Boston VA, of one of the newly developed National Centers for PTSD, and over the next 20 years has been instrumental in its ascension as one of the world's leading research centers on all aspects of military trauma. Keane has participated in many scientific review panels and co-chaired the National Institute of Mental Health Consensus Conference that established national standards for the diagnosis and assessment of PTSD. Keane is an extraordinary person who has shaped an entire field of psychological inquiry. His manifold contributions have exerted a life-changing impact on thousands of veterans and their families, as well as on people of all socioeconomic stripes around the world who have endured the devastating repercussions of trauma.

Dr. Keane is the Director of the Behavioral Science Division of the National Center for PTSD, a professor and vice-chair of the Department of Psychiatry at Boston University School of Medicine. He developed many of the most widely used PTSD assessment measures and is an authority on the cognitive behavioral treatment of PTSD. He has published over 230 books, papers, and chapters. He has received many awards, including a Fulbright Scholarship, Binghamton University's Weisband Distinguished Alumnus Award, the Association for Advancement of Behavior Therapy's Outstanding Researcher Award, the Robert J. Laufer Outstanding Scientific Achievement Award (1997) and the Lifetime Achievement Award (2004) from the ISTSS.

# 2015 Registration Information

## Meeting Registration Fees

| Category             | Early Bird | Regular | On-Site |
|----------------------|------------|---------|---------|
| Member/Fellow/Assoc  | \$215      | \$240   | \$280   |
| Non-Member           | \$285      | \$315   | \$350   |
| Member/1-Day Fee     | \$145      | \$145   | \$160   |
| Non-Member/1-Day Fee | \$165      | \$165   | \$180   |
| Student              | \$75       | \$85    | \$95    |
| Student/1-Day        | \$50       | \$50    | \$50    |
| Student Volunteer    | \$55       | \$55    | \$55    |
| Student Luncheon     | \$10       | \$10    | \$10    |

Early Bird registration ends: 1/31/2015

Regular registration ends: 3/1/2015

On site registration: 3/2/2015 - 3/7/2015

## Registration

SPA views the workshops and the Convention as separate entities. There is a registration fee for each workshop (held all day Wednesday and Thursday morning); and there is a separate registration fee for the Convention (held Thursday afternoon, Friday and Saturday). One can attend any number of workshops and choose not to attend the convention, or attend the convention and not participate in any workshops.

Participant conference registration includes conference materials; coffee breaks; the President's Welcome Reception on Thursday evening, the Friday evening reception, and the Closing Reception on Saturday evening; entry to all scientific sessions, the master lectures, and poster sessions. The Convention also provides a collegial atmosphere to meet and interact with colleagues from around the world (typically eight or more countries) who are interested in personality assessment research and practice.

A draft program book with complete details about the workshops and Convention will be available on our web page ([www.personality.org](http://www.personality.org)) for review the first of January 2015. If you have pre-registered, a hard copy of the program book will be in your registration packet; and the registration packets will be available and arranged alphabetically at the registration site at the hotel. If you have not pre-registered, please see the registrar, Sam Richardson. Please note that on-site registration fees are higher than if you pre-register. Non-members are encouraged to join SPA and take advantage of the member registration fee. Online membership application is available at [www.personality.org](http://www.personality.org).

## Continuing Education

The Society for Personality Assessment will present 5 full-day and 11 half-day workshops. SPA is approved by the American Psychological Association to sponsor continuing education for psychologists, and SPA maintains responsibility for this program and its content. Full-day workshops offer 7 CE credits and half-day workshops offer 3.5 credits. CE credits will also be available, at no extra charge, for the Bruno Klopfer award presentation, the Master Lectures, the Hertz Memorial, and for symposia, roundtable discussions, and case discussions. A detailed listing will appear in the Annual Convention Program Book available in the registration packet. Grievances about any of the CE offerings may be addressed in writing to SPA.

## Workshops

Workshops will be held on Wednesday, March 4 and Thursday morning, March 5, 2015. No workshops are held on Friday, March 6, or Saturday, March 7, 2015. Enrollment in the workshops will be filled on the basis of completed workshop registration forms and fees received. Continuing Education credits will be awarded to all in attendance for the entire workshop. See workshop descriptions in this brochure. Registration for the workshops can be completed online through the SPA web site at [www.personality.org](http://www.personality.org). You may register for a workshop(s) without attending the Annual Convention.

## Workshop Fees

### Full-Day Workshops (5)

|                                    |          |
|------------------------------------|----------|
| Member or Conference Registrant    | \$175.00 |
| Non-Member or Non-Conf. Registrant | \$225.00 |
| Student                            | \$ 90.00 |

### Half-Day Workshops (11)

|                                    |          |
|------------------------------------|----------|
| Member or Conference Registrant    | \$105.00 |
| Non-Member or Non-Conf. Registrant | \$140.00 |
| Student                            | \$ 50.00 |

Note: On-site workshop registration will incur an additional \$15 fee per workshop; students will incur an additional \$5 fee per workshop.

## Cancellation Policy

Cancellations will be accepted for the Annual Convention and/or a workshop, less a \$75 administrative fee, until January 30, 2015. After that date no refunds will be granted.



## Early Career Travel Grants

In an effort to encourage and support the training and education of early career psychologists in personality assessment, as well as participation in and consumption of assessment research and scholarly activity, the Society for Personality Assessment gives travel grants to defray the cost of attending the Annual Convention. Ten grants are given annually in the amount of \$500 each to be used to support travel to the meeting, registration, and workshop attendance.

**Eligibility:** Early career psychologists applying for these grants must be within the first 3 years of having received their doctoral degree. Applicants need not be current or former members of SPA, nor do they need to be presenting at the Annual Convention to be eligible for the award. Preference will be given to applicants who are first-time attendees of the SPA Annual Convention. Applicants must report other travel funding they will be receiving to attend the Annual Convention, but these grants are also intended to encourage commitment to training and scholarly activity in personality assessment. Thus, receiving other sources of support does not preclude the applicant from receiving this award.

**Application Process:** Applicants should complete an application, email or send it to the SPA office for arrival no later than January 31 (each year). *A current curriculum vitae should also be included.*

**Award Process:** Applicants will be notified as soon as possible after the application deadline as to whether or not they will be receiving a grant. Checks will be distributed at the Annual Convention; please check in at the convention registration desk.

## Early Career International Travel Grants

In an effort to encourage and support the training and education of early career international psychologists in personality assessment, as well as participation in and consumption of assessment research and scholarly activity, the Society for

Personality Assessment gives travel grants to defray the cost of attending the Annual Convention. Five grants are given annually in the amount of \$1000 each to be used to support travel to the meeting, registration, and workshop attendance.

**Eligibility:** Early career international psychologists applying for these grants must be within the first 7 years of receiving their doctoral degree. Applicants need not be current or former members of SPA, nor do they need to be presenting at the Annual Convention to be eligible for the award. Preference will be given to applicants who are first-time attendees of the SPA Annual Convention. The recipient cannot combine this grant with any other grant awarded by SPA. These grants are also intended to encourage commitment to training and scholarly activity in personality assessment. Thus, receiving other sources of support does not preclude the applicant from receiving this award. Applicants must report other travel funding they will be receiving to attend the Annual Convention

**Application Process:** Applicants should complete an application, email or send it to the SPA office for arrival no later than January 31 (each year). *A current curriculum vitae should also be included.*

**Award Process:** Applicants will be notified as soon as possible after the application deadline as to whether or not they will be receiving a grant. Checks will be distributed at the Annual Convention; please check in at the convention registration desk

## Diversity Support Grants

As part of its overall commitment to diversity, SPA intends to promote and support ethnic diversity representation at the SPA Annual Conventions. Toward that end, the organization is now offering one diversity support grant of \$1000.00 or two diversity support grants of \$500 each to support ethnically diverse professionals or students involved in personality assessment who seek to attend the annual convention.

**Eligibility:** Individuals applying for the grants must be SPA members or student affiliates, or should apply to be a member or student affiliate when applying for the diversity grant. Priority will be given to students and professionals who may otherwise not be able to attend the annual meeting.

**Application Process:** Applications are available on our web page under the Convention tab, Grants link and the Student tab, SPAGS Awards/Grants link. Applications must be received in the SPA office no later than January 31 (each year).

**Award Process:** Applicants will be notified whether or not they will receive the diversity grant as soon as possible after the application deadline. Checks can be picked up at the Annual Convention registration desk.

## Student Travel Grants

In an effort to encourage training of students and promote research and writing on personality assessment, SPA offers grants to students who attend the Annual Meeting. Grants are available for amounts up to \$200 to help defray costs of travel to and from the Annual Convention. Due to limited funds, grants are small, so students should not expect full reimbursement for their travel.

Eligibility: Students applying for grants must be an SPA student affiliate, or apply to be a student affiliate when applying for the travel grant. Priority will be given to students for whom other travel funding is not available.

Application Process: Applications are available on our web page under the Student tab (SPA Awards/Grants link) and the Convention tab. Applications must be returned to the SPA office no later than January 31 (each year).

Award Process: Students will be notified about the travel grant prior to the Annual meeting; and checks can be picked up at the Annual Convention registration desk.

## Volunteers

As has been the tradition, SPA solicits the help of student volunteers to monitor the continuing education sessions (workshops, scientific sessions, and master lectures) throughout the Annual Meeting. This task is integral to the continuing education portion of the convention, and we need two volunteers per CE session. This year SPA is sponsoring 16 workshops, 13 symposia, roundtable and case discussions, two Master Lectures, and two award presentations, so approximately 75 volunteers is vital. Students who volunteer to monitor a workshop may attend the workshop at no cost even if they are not registered to attend the Convention. Those students who volunteer to assist during the Convention will be asked to monitor a CE scientific session, an Award session, or a Master Lecture and can register for the Annual Convention at a reduced rate of \$55. Contact Monica Tune at [manager@spaconline.org](mailto:manager@spaconline.org).



## Poster Sessions

The posters that have been accepted for the presentation at the 2015 SPA Annual Convention will be reviewed and judged. Each poster session will be judged separately. A first place and two honorable mentions will be awarded during each poster session. *Thursday, March 5, Friday March 6 and Saturday, March 7.*

## SPAGS Social

The SPAGS officers would like to invite you to attend the 10th Annual SPAGS Social at the Annual Convention in Brooklyn! Come for a chance to meet other students with similar interests in personality assessment and socialize with a special guest, who will be named in the Program Book. FREE appetizers (first come, first serve) will be offered, along with a cash bar. All graduate and undergraduate students are welcome to attend. We hope to see you there! *Thursday, March 5, immediately following the Poster Session.*

## Student Lunch

SPA will sponsor a lunch for students to have an opportunity to interact with *John Clarkin*. There will be a nominal fee of \$10.00 for the lunch. Register for the lunch on the registration form. *Saturday, March 7, 12:45 pm.*

## Book Signing

SPA members attending the conference who have had a book published recently are invited to participate. This is an opportunity for our SPA community to become more familiar with your work. You are asked to sit at a table with your books and be available for conversation. You will be responsible for all financial transactions. Please contact Monica Tune, Administrative Director, at [manager@spaconline.org](mailto:manager@spaconline.org) if you are interested in participating. *Thursday, March 5, 6:45 pm.*

## Employment Fair

**Employers:** If your agency, university, or organization has a position open and you would like an opportunity to be contacted by potential applicants, go to [www.personality.org](http://www.personality.org); click on the Annual Convention tab; click on the Employer Job Listing link; complete the form; hit submit. Your information will be duplicated by the SPA staff. The copies will be placed in a notebook for all potential applicants to review and take a copy if they are interested in contacting you.

**Potential Applicants:** come by the registration desk at the 2015 Annual Convention and ask for the employment fair notebook. You can review the information on potential positions, take a copy of any position in which you are interested, and contact the employer.

# Accommodations

## Hotel Reservations

The New York Marriott at the Brooklyn Bridge-- to learn more, see the hotel's web page at [www.marriott.com/hotels/hotel-information/travel/nycbk-new-york-marriott-at-the-brooklyn-bridge](http://www.marriott.com/hotels/hotel-information/travel/nycbk-new-york-marriott-at-the-brooklyn-bridge).

Hotel reservations must be made directly with the hotel. To get the special convention rate, please inform the hotel that you are with the Society for Personality Assessment (SPA).

### New York Marriott at the Brooklyn Bridge

333 Adams Street  
Brooklyn, NY 11201  
Phone: 781-246-7000

#### Accommodation Rates:

- \$220.00 Deluxe Room - Single
- \$220.00 King Suite
- \$240.00 Standard -2 Double Beds
- Call hotel for suite information
- Toll-free Reservations: 1-877-303-0104;
- Reservations Local Phone: 1-718-246-7000

**Reservation deadline to receive the convention rate:  
February 9, 2015 11:59 pm Eastern Time**

SPA realizes that you have a number of options when securing your accommodations for the SPA Annual Convention. We would like you to know that, in order to secure a reasonable room rate, SPA has made a financial commitment to the New York Marriott. If the block is not filled, there are financial implications for SPA, and it will affect our ability to negotiate room rates for future meetings. Also, to keep our financial liability minimal, we do not reserve an unusually large block of rooms. Consequently, the rooms in the block may be taken early. If so, the hotel has no obligation to honor the low room rate for additional rooms, although they will try to accommodate your needs..



## Airline Tickets

Call Travelink, Incorporated, at 1-800-821-4671 to find the best available air travel to Brooklyn, NY.

## Transportation

### John F Kennedy International Airport (JFK) - 19 miles

- Bus service: \$2.50 (one way)
- Subway service: \$2.50 (one way)
- Estimated taxi fare: \$50.00 (one way)

### LaGuardia Airport (LGA) - 10.4 miles

- Estimated taxi fare: \$35.00 (one way)

### Newark Liberty International Airport (EWR) - 14.8 miles

- Estimated taxi fare: \$35.00 (one way)

### Train Station

- Grand Central Station - 5 miles N
- Penn Station - 5 miles N

## Parking

- On-site parking: \$14.00 hourly/\$25.00 daily
- Valet parking: \$25.00 daily
- In-house guests only - indoor parking: \$25.00 per day with in/out privileges

## Dining

- Archives Restaurant
- MetroTech Room



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# Hope to see you in Brooklyn!

New York Marriott at the  
Brooklyn Bridge  
333 Adams Street  
Brooklyn, NY



*March 4-8, 2015*



## Points of Interest

From the Brooklyn Bridge and Prospect Park to Coney Island and the Botanical Garden, the borough of Brooklyn is home to some of America's greatest attractions, many just steps away from our hotel near the Brooklyn War Memorial and Courthouse.

Take a stroll through the Brooklyn Bridge Park and watch the sun set over the Statue of Liberty. Walk across the Brooklyn Bridge and snap shots of both the majestic Downtown Manhattan and Downtown Brooklyn skylines. Smell the roses or gaze at the cherry blossoms during the many festivals at the Brooklyn Botanical Garden. Or, scream at the top of your lungs as you whiz by the Atlantic Ocean on the Cyclone in Coney Island. The hotel website has a good amount of destination, transportation, and local dining information. See [www.marriott.com/hotels/hotel-information/travel/nycbk-new-york-marriott-at-the-brooklyn-bridge](http://www.marriott.com/hotels/hotel-information/travel/nycbk-new-york-marriott-at-the-brooklyn-bridge).

## Some Events of Interest

### **Restaurant Week**

*March 1 - 6, 2015*

*NYC locations*

Get a special deal on a 3-course lunch or dinner at 300 restaurants during NYC Restaurant Week, not on Saturdays. Menus on website. Repeats in July.

### **Fringe Theater Festival**

*March 1 - 8, 2015*

Since plays are chosen by lottery, you never know what to expect at Frigid New York [<http://www.frigidnewyork.info/Archive/ArchiveShows/11>]. It has 30 affordable shows at two East Village theaters.

### **Orchid Show**

*March 1 - 31, 2015*

Billed as the largest exhibition of its kind in America, The Orchid Show fills the conservatory at The New York Botanical Garden with thousands of orchids in an amazing array of colors, shapes, sizes, and textures. Romantic Orchid Evenings add music and cocktails.

# Sessions/Workshops I am interested in . . .

Wednesday, March 4, 2015

Thursday, March 5, 2015

Friday, March 6, 2015

Saturday, March 7, 2015

# Additional Notes . . .



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