Society for Personality Assessment

ANNUAL CONVENTION

SPA “CHARTING THE FUTURE OF PERSONALITY ASSESSMENT”

Welcome to BROOKLYN
NEW YORK

March 4-8, 2015
New York Marriott at the Brooklyn Bridge
Brooklyn, NY 11201

www.personality.org
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, nosological, 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 Ruie illustrating use of the PAI in forensic contexts. The MCM-IV, the newest version of the MCM 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 (F3), 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) 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!
1. **Forensic Use of the Personality Assessment Inventory**  
**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. Mr. 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 for 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. Arkis, 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 aid 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 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 four factors critical to our level of confidence in interpretive inferences.  
2. Describe two 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, ABPP  
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 assessment training program at the Menninger Clinic in Topeka, KS from the 1940s through 2001, we present an approach to Psychological Testing that Matters (also the title 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 (re)diagnosis, (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 understanding of 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. Identify at least four factors that enhance the treatment-relevance of a test report.  
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:** Participants should have completed two graduate level courses in psychological assessment; completion of an aptitude exam in psychological testing; and have 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 presents 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  
Seth Grossman, Psy.D.  
Private Practice/FIU College of Medicine, Miami, FL

**Theory:**  
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 skill assessment.

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 its 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.
Goals and Objectives:
1. Discuss the utility of Milon's evolutionary theory in test construction and assessment/interpretation.
2. Apply underlying theory to develop effective and relevant interpretations of MCMI-IV scale configurations.
3. Use the primary personality scales and Grossman Facets of the MCMI-IV to develop therapeutic dialogue in a personalized psychotherapy approach.
4. Apply clinical hypotheses drawn from the MCMI-IV to the structure of collaborative and therapeutic assessment.
5. 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 Milon 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, 2 CE
Jessica Gurley, Ph.D.
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; NSCPPS Data, APAs 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 the most reliable normative comparisons). The workshop begins with a review of an update on norm-referenced tests 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 also 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 those needs of practitioners. It should appeal to practitioners and teachers interested in learning how to more fully and accurately understand clients through multimodal clinical assessment 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 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.

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-based system based on the most current research, R-PAS emphasizes those aspects of 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 also 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 those needs of practitioners. It should appeal to practitioners and teachers interested in learning how to more fully and accurately understand clients through multimodal clinical assessment that incorporate making careful inferences from valid, performance based R-PAS scales.

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.

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 requirements. A discussion of test data, psychosocial history, clinical interview, MSE, and collateral information to support and guidance will follow. Case examples will be provided to illustrate assessment practices and FAA standards.

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.

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

Wednesday, March 4, 9:00 am - 12:00 pm, 3 CE
Carol George, Ph.D.
Mills College, Lafayette, CA
Anne Buscheim, 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 and address 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.
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 5, 5:30 pm - 9:00 pm, 3.5 CE

Donald J. Viglione, Ph.D., ABAP
Alliant International University, San Diego, CA
Robert E. Erdberg, 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 aggressiveness and violence. 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 hypersensitive, 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 concerns 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. Outline 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, Erdberg, & 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:
2. Explain procedures for coding 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.

12. Advances in the Rorschach Comprehensive System Assessment of Adolescents

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

Irving R. Weiner, Ph.D., ABPP, ABAP
University of South Florida, Tampa, FL
Shira Tison 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 in Rorschach advances in adolescent assessment are illustrated with cases of internalizing and externalizing disorder.

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

Skill Level: Participants should have basic training/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 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.
Centre for Research and Treatment of Externalizing Disorders, Centre Psychanalytique et de Traitement de l’Orne, Alençon, France

Therapeutic Assessment (TA) is a paradigm for conducting psychological assessment that has been found to result in long-lasting, meaningful outcomes for different client populations (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 responses 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 immigrant 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
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-oriented, 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 Kleger, 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. Kleger 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 procedures, with particular emphasis on the use of the Rorschach. 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 of 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 to advanced.

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

The Margaret 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-adolecent, 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, 5:45 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 Klopfier 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
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 symptomology 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 a member of the Planning Committee of the ISTFP (International Society for Transference Focused Psychotherapy) Research Award for the paper, Attachment and mentalization in female patients with co-morbid borderline and narcissistic personality disorder. 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., 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, public citizen, and policy advisor, he is the chairman of the Department of Psychiatry at Boston University School of Medicine, and a renowned researcher, teacher and administrator. Ted has made fundamental contributions to our understanding of PTSD, its development and treatment.

What does Attachment Have to do with it?

Understanding Severe Narcissistic Personality Disorders:

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 Kolbøfjord award presentation, the Master Lectures, the Heroes Memorial Scholarship, the workshop closing reception and decision cases. 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, March 5. The_skinning_society_0173_Kurt_Siegel_conference will be 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 workshops can be completed online through the SPA web site at 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 person, and 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.

Meeting Registration Fees

<table>
<thead>
<tr>
<th>Category</th>
<th>Early Bird</th>
<th>Regular</th>
<th>On-Site</th>
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</thead>
<tbody>
<tr>
<td>Member/Fellow/Assoc</td>
<td>$215</td>
<td>$240</td>
<td>$280</td>
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<tr>
<td>Non-Member</td>
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<td>Student Volunteer</td>
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<tr>
<td>Student Luncheon</td>
<td>$10</td>
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</tr>
</tbody>
</table>

Early Bird registration ends: 3/1/2015

Regular registration ends: 3/1/2015

Regular registration ends: 3/1/2015

On site registration: 3/2/2015 - 3/7/2015
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 international psychologists applying for these grants must be within the first 3 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: Applications are available on our web page under the Student tab (SPA Awards/Grants link) and the Convention tab. Applications must be submitted to the SPA office no later than January 31 (each year). A current curriculum vitae should also be included.

Award Process: Applications 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: Applications 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: Applicants 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. Applications must be received in the SPA office no later than January 31 (each year).

Award Process: Applications 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@spaonline.org.

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@spaonline.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; click on the Annual Convention tab; click on the Employer Job Listing link; complete the form; hit submit. Your information will be displayed 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/nyphil-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 - SOLD OUT
• $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
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.

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).
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- Free enrollment—You won’t pay a subscription or annual fee for PARiConnect.
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- Free trial—You receive three free administrations and reports just for signing up!
- Wide variety—You’ll find more than 50 quality PAR products on the system.
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