

*Join us for the*

# **SPA ANNUAL CONVENTION**

in

**Washington, DC  
March 14 - 18,  
2018**

**SPA** Society for Personality Assessment

# **ANNUAL CONVENTION**

*Evolving Proficiencies in  
Personality Assessment*

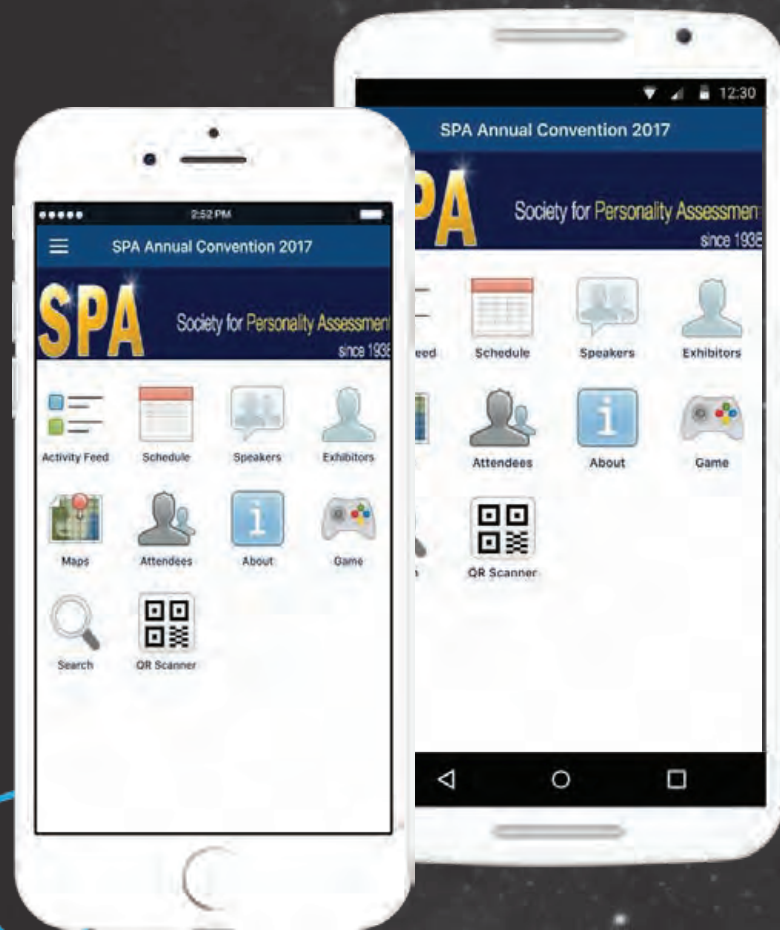


March 15 - 19, 2017  
San Francisco Marriott Marquis  
780 Mission Street  
San Francisco, CA 94103

[www.personality.org](http://www.personality.org)

# Download our event app!

<https://event.crowdcompass.com/spa-ac17>



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## Welcome to the SPA Annual Convention in San Francisco



On behalf of the SPA Board of Trustees, welcome to San Francisco! We're in a great convention city this year—San Francisco has long been a favorite of SPA members—and the ideal location of our hotel (walking distance from dozens of great restaurants, and many of San Francisco's renowned cultural institutions) will be matched only by the terrific program, and by our stellar lineup of Continuing Education workshops on Wednesday, Thursday, and Sunday. (That's right—our program of Sunday workshops is back in 2017, so please do plan to take advantage of the opportunity and attend one of our terrific Sunday sessions...).

Given the increasing importance of proficiency in clinical practice, and within SPA, we've chosen Evolving Proficiencies in Personality Assessment as our theme for the 2017 convention. Many of this year's posters, papers, symposia, roundtables, and case discussions will discuss aspects of proficiency in testing and assessment, and the ways that proficiency in personality assessment is implemented in different contexts and settings (clinical, academic, forensic, behavioral health, etc.). Our 2017 Master Lectures capture this theme as well. Nadine Kaslow, Professor and Chair of Psychology at Emory University, has been a pioneer in the development and assessment of competencies and proficiencies in professional psychology during the past two decades; she'll bring us up to speed on recent developments in these areas. This year's Paul Lerner Memorial Lecture will be presented by Simine Vazire, Associate Professor of Psychology at the University of California—Davis, whose research examining divergences between self-reports and other indices of behavior and psychological functioning has helped revolutionize this important area of inquiry.

Our Hertz Memorial Presentation on Friday afternoon is always an important event at the SPA convention, and this year we'll celebrate the life and work of Len Handler, longstanding SPA member, frequent contributor to our journal, and mentor to many of us in the SPA family. Len Handler was also president of SPA from 2003 to 2005. It is sure to be a moving tribute.

Finally, we'd like to offer our personal invitation to the Thursday and Saturday evening receptions—an SPA tradition—where we'll have a chance to celebrate another great year, see our 2017 poster presentations, and congratulate the poster award winners (three winners each night). Most important, our Thursday and Saturday receptions will give us a chance to renew old ties and discover some new ones as we chat with students and colleagues.

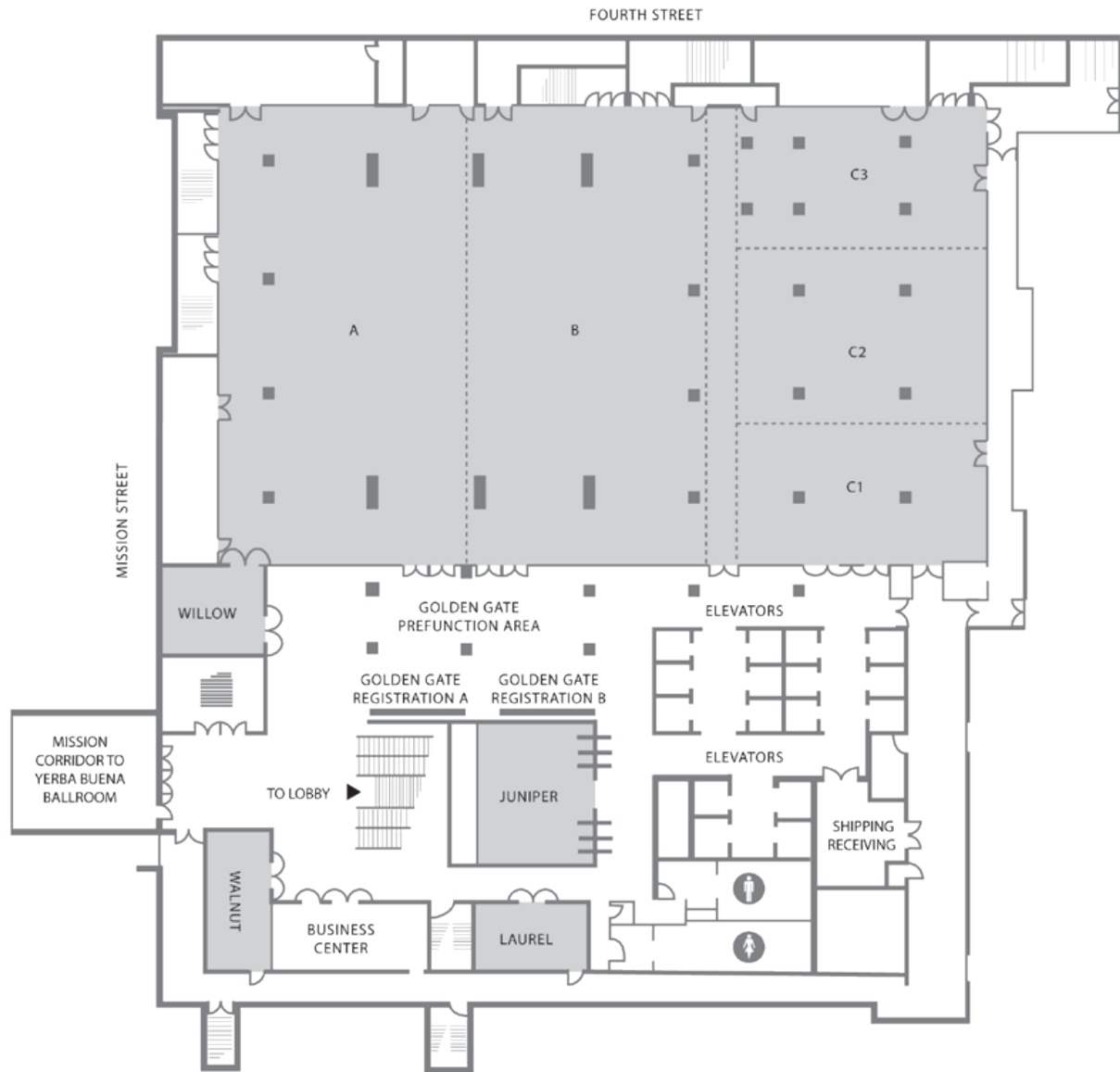
Welcome to SPA 2017—and welcome to San Francisco!

Robert F. Bornstein, Ph.D.  
President

Robert P. Archer, Ph.D.  
President-Elect and Program Chair

# SAN FRANCISCO MARRIOTT MEETING ROOMS - FLOOR PLANS

## GOLDEN GATE LEVEL



# SAN FRANCISCO MARRIOTT MEETING ROOMS - FLOOR PLANS

## PACIFIC LEVEL - (FOURTH LEVEL)



**Master Lecture I: Paul Lerner Memorial Master Lecture*****Increasing the Replicability of Psychological Science***

**Simine Vazire, PhD** is an associate professor in the department of psychology at UC Davis. She is the director for the Personality and Self-Knowledge laboratory at UC Davis. She is editor-in-chief of the journal *Social Psychological and Personality Science*, and a senior editor at the journal *Collabra: Psychology*. She is a board member of the Association for Psychological Science, and co-founder and board member of the Society for the Improvement of Psychological Science. She received the APA Distinguished Scientific Award for Early Career Contribution to Psychology. Her work on personality and self-knowledge has been funded by the National Science Foundation. She also works on meta-science and improving the methods and practices of psychological scientists. She has a blog at <http://sometimesimwrong.typepad.com/wrong/>

**Master Lecture II:*****Personality Assessment: From Competency to Capability***

**Nadine J. Kaslow, PhD, ABPP** is a Professor and Vice Chair, Emory School of Medicine Department of Psychiatry and Behavioral Sciences and Chief Psychologist, Grady Health System. In 2012, she received a Doctorate of Humane Letters from Pepperdine University. The 2014 President of the American Psychological Association (APA), she is Past President/Chair of APA's Divisions of Clinical Psychology (12), Family Psychology (43), and Psychotherapy (29); the American Board of Professional Psychology; and the Association of Psychology Postdoctoral and Internship Centers (APPIC). She edited the Journal of Family Psychology from 2008-2014. Dr. Kaslow was a Primary Care Public Policy Fellow through the United States Public Health Service, a fellow of the Executive Leadership in Academic Medicine Program, and a Fellow of the Woodruff Leadership Academy. She has received numerous awards including APA's Distinguished Contributions for Education and Training Award, an APA Presidential Citation, APPIC's Award for Excellence in Postdoctoral Training, a Heiser Award for her legislative advocacy efforts, the Elizabeth Hurlock Beckman Award for inspiring her junior colleagues to develop effective programs in the community, Grady Health Foundation's Inspiring Mentor Award, and Emory University's Thomas Jefferson Award. The recipient of multiple federal and foundation grants, she has published over 300 articles and three books. A member of Rosalynn Carter's Mental Health Advisory Board, she is a nationally recognized expert in competency-based psychology education and training, suicide, family violence, depression in youth, and posttraumatic stress disorder. Dr. Kaslow is the psychologist for the Atlanta Ballet and a frequent media guest.

**Convention Registration Fees**

	<b>Early Bird</b> By: 2/10/2017	<b>Regular</b> After 2/10/2017	<b>Onsite</b> After 3/12/2017
Member/Fellow/Associate	\$215	\$265	\$315
Non-Member	\$285	\$335	\$385
Member/One-Day	\$145	\$170	\$220
Non-Member/One Day	\$165	\$190	\$240
Early Career	\$125	\$150	\$175
Early Career/One Day	\$100	\$125	\$150
Student	\$ 75	\$100	\$125
Student/One Day	\$ 50	\$ 65	\$ 80
Student Volunteer	\$ 55	\$ 55	\$ 55

**Workshop Fees:**

Member or Convention Registrant	Full-Day \$175	Half-Day \$105
Non-Member/Non-Convention Registrant	Full-Day \$225	Half-Day \$140
Early Career	Full-Day \$125	Half-Day \$ 75
Student	Full-Day \$ 90	Half-Day \$ 50

**Note:** On-site workshop registration will incur an additional \$15 fee per workshop. Students will be charged an additional \$5 for each onsite workshop registration.

**Cancellation Policy:** Cancellations will be accepted for the Annual Convention and/or a workshop, less a \$75 administrative fee, until midnight ET 2/10/2017. After that date no refunds will be granted.

**Registration**

SPA views the workshops and the Convention as separate entities. There is a registration fee for each workshop (held all day Wednesday, Thursday morning and all day Sunday); 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, 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 program book will be available when attendees pick up their 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. Non-members are encouraged to join SPA and take advantage of the member registration fee. An online membership application is available at [www.personality.org](http://www.personality.org).

**Cancellation Policy**

Cancellations will be accepted for the Annual Convention and/or a workshop, less a \$75 administrative fee, until February 10, 2017. After that date no refunds will be granted.

**Wednesday, March 15, 2017**

8:00 am – 5:00 pm Full-Day Workshops (3)  
 8:00 am – 11:45 am Half-Day Morning Workshops (3)  
 11:45 am - 1:15 pm Lunch Break  
 1:15 pm – 9:45 pm Full-Day/Afternoon-Evening Workshops (1)  
 1:15 pm – 5:00 pm Half-Day Afternoon Workshops (2)  
 5:00 pm – 6:00 pm Dinner Break  
 5:15 pm – 7:00 pm Board of Trustees Meeting  
 6:00 pm – 9:45 pm Half-Day Evening Workshops (5)

**Thursday, March 16, 2017**

7:30 am – 12:00 pm Board of Trustees Meeting  
 8:00 am – 11:45 pm Half-Day Morning Workshops (6)  
 11:45 pm – 1:15 pm Lunch Break  
 12:00 pm – 5:00 pm Exhibits Open  
 12:00 pm – 1:00 pm Lunch Presentation  
 ABAP Preparing for Your Diplomate in Assessment Psychology (1 CE)  
*A. Jordan Wright*  
 Proficiency Information Session  
*Hadas Pade*  
 Case Discussion A: Unmasking a Needlessly Hospitalized Adolescent Scapegoat: Objective and Projective Perspectives  
 Using the Tasks of Emotional Development (TED) Test (1 CE) [C/A]  
*Edward Gotts, Haskel Cohen*  
 Case Discussion B: Antisocial Personality: The Nice Side (1 CE)  
*Graham Rogers*  
 12:00 pm – 1:00 pm SPAGS Board Meeting Lunch  
 12:00 pm – 1:00 pm JPA Editor/Associate Editor Lunch  
 1:15 pm – 3:00 pm Opening Plenary Session  
 Presidential Address (1 CE) – *Robert F. Bornstein*  
 Awards Presentations  
 Walter G. Klopfer Award – Two Awards – *Steven K. Huprich*  
 Martin Mayman Award – *Steven K. Huprich*  
 Samuel J. and Anne G. Beck Award – *Nicole M. Cain*  
 Mary Cerney Award – *Zara Wright*  
 3:15 pm – 4:15 pm Bruno Klopfer Award (1 CE) – *Leslie Morey*  
 4:30 pm – 6:30 pm Scientific Sessions (6)  
*Symposium C: Back to the Future: Updated Assessment of Wiggins' (2003) Classic Case of "Madeline G" (2 CE) [AN]*  
*Paper Session D: Innovations in Assessment Methods*  
*Integrated Paper Session E: The Association Between Family Structure, Development History and Affect Regulation: An Investigation Utilizing the Rorschach Inkblot [I/M]*  
*Symposium F: Neurocognitive Testing, Personality Assessment and Psychoanalytic Psychotherapy: Integrative Clinical Illustration (2 CE) [AN]*  
*Round Table G: Perks and Perils of a Clinical-Forensic Psychology Practice (2CE) [FO]*

*Integrated Paper Session H: Lives Through Time: Attachment-informed Psychotherapy*  
 Book Signing  
 President's Welcome Reception  
 Poster Session I  
 SPAGS Social

**Friday, March 17, 2017**

7:00 am – 8:00 am Proficiency Committee Breakfast  
 8:00 am – 10:00 am Scientific Sessions (6)  
*Symposium A: Silent Sounds of Psychosis: Assessing Negative Symptoms and Cognitive Impairment (2 CE)*  
*Integrated Paper Session B: Advances in Rorschach Research 1*  
*Integrated Paper Session C: Psychopathological Assessment and the Comprehensive System: New Evidence*  
*Paper Session D: Testing in Diagnosis and Treatment*  
*Symposium E: Integrating Basic Personality Research and Clinical Assessment (2 CE) [I/M]*  
*Round Table F: Assessment Related Career Trajectories: Planning For and Acquiring Post-Doc, Clinical and Academic Positions [T/S]*  
 10:15 am – 11:15 am Master Lecture I: Paul Lerner Memorial Lecture (1 CE) – *Simine Vazire*  
 11:15 am – 12:45 pm Lunch Break  
 11:30 pm – 12:30pm Interest Group Meetings  
 Collaborative/Therapeutic Assessment [CT]  
 Health Psychology  
 International Interest Group  
 12:45 pm – 1:45 pm Master Lecture II (1 CE) – *Nadine Kaslow*  
 2:15 pm – 4:15 pm Scientific Sessions (6)  
*Symposium G: Therapeutic Assessment in Different Forensic Settings (2 CE) [FO] [CT]*  
*Integrated Paper Session H: The Competing and Complementary Aspects of the PDM and DSM: A Pedagogical Inquiry*  
*Integrated Paper Session I: Introduction to Popular Personality Assessment Measures*  
*Paper Session J: Forensic Applications of Testing [FO]*  
*Symposium K: Is There Still Room for Projection in the Rorschach? (2 CE)*  
*Symposium L: Personality Dynamics Over Time from Four Distinct Quantitative Approaches (2 CE)*  
 4:30 pm – 5:30 pm Hertz Presentation in memory of Leonard Handler (1 CE)

**Saturday, March 18, 2017**

7:00 am – 8:00 am Exchange Editorial Board Breakfast  
 8:00 am – 10:00 am Scientific Sessions (6)  
*Symposium A: Creativity and Personality: Psychological Assessment of Truman Capote (2 CE)*  
*Integrated Paper Session B: Evaluating and Expanding the Methods of*

10:15 am – 12:15 pm	Personality Assessment Practice and Research <i>Paper Session C:</i> Assessment of Personality Disorders <i>Symposium D:</i> Assessment Without Walls: Understanding the Intersection of Complex Trauma, Community-Based Testing, and Supervision (2 CE) [T/S] <i>Symposium E:</i> A Collaborative Model For Educating Psychological Assessors: The Wright Experience (2 CE) [T/S] <i>Integrated Paper Session F:</i> Advances in Rorschach Research 2 Scientific Sessions (6)
12:15 pm – 1:45 pm	<i>Symposium G:</i> Story Works: Client Change in C/TA Through Imagination and Visualization in Stories, Drawings and Games/Apps (2 CE) [CT]
12:30 pm – 1:30 pm	<i>Symposium H:</i> Obstacles and Opportunities for Therapeutic Assessment (2 CE) [CT]
12:30 pm – 1:30 pm	<i>Integrated Paper Session I:</i> Symbolic Play Assessment: New Clinical and Research Frontiers [CA]
1:45 pm – 3:45 pm	Lunch Break SPAGS Diversity and Student Lunch Interest Group Meetings Forensic [FO] Psychoanalytic Assessment [AN] Teaching/Training Personality Assessment [T/S] Scientific Sessions (6)
4:00 pm – 6:00 pm	<i>Symposium M:</i> New Developments in the Study of Defense Mechanisms (2 CE) <i>Symposium N:</i> Collaborative/Therapeutic Assessment Approaches with Transgender Individuals and Their Families (2 CE) [CT] <i>Integrated Paper Session O:</i> Biological Research with the Rorschach <i>Symposium P:</i> Predicting and Preventing Violent Attacks (2 CE) <i>Symposium Q:</i> The Future of Personality Assessment: Challenges and Possibilities (2 CE) <i>Integrated Paper Session R:</i> The Role of Personality Assessment in Consulting to Organizations Scientific Sessions (6)
6:00 pm – 7:00 pm	<i>Symposium S:</i> Elucidating the Validity and Utility of the MMPI-2-RF in Measuring Externalizing Psychopathology (2 CE) <i>Integrated Paper Session T:</i> More Than a Story: Applying Narrative-Based Research to Personality Assessment <i>Integrated Paper Session U:</i> The Assessment of Interpersonal Dynamics <i>Symposium V:</i> Ethics in Forensic Psychology: Beyond Health Services Psychology (2 CE) <i>Symposium W:</i> When Empathy Isn't Soft and Gentle: Adversarial Transference in Therapeutic Assessment (2 CE) [AN] [CT] <i>Round Table X:</i> Faulty Assumptions with Serious Ramifications: The (Mis)conceptualization of "Integrated Assessment" in Professional Psychology [I/M] Farewell Reception

6:00 pm – 7:00 pm	Poster Session II
<b>Sunday, March 19, 2017</b>	
8:00 am – 5:00 pm	Full-Day Workshops (4)
8:00 am – 11:45 am	Half-Day Morning Workshops (2)
11:45 am - 1:15 pm	Lunch Break
1:15 pm – 5:00 pm	Half-Day Afternoon Workshops (1)

**2017 SPA ANNUAL CONVENTION PROGRAM**

**Continuing Education Credit**

SPA is approved by the American Psychological Association to sponsor continuing education for psychologists, and SPA maintains responsibility for this program and its content.

**Workshops**

As part of its SPA Annual Convention program, the Society for Personality Assessment will present 8 workshops for 7 CE credits and 19 half-day workshops for 3.5 CE credits. Workshops will be held on Wednesday, March 15, Thursday morning, March 16, and Sunday, March 19, 2017. No workshops are held on Friday, March 17 or Saturday, March 18, 2017. Enrollment in the workshops is 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. **Cancellations are accepted until February 10, 2017, less a \$75 administrative fee. No refunds will be granted after February 10, 2017.**

**Scientific Sessions For CE Credits**

As part of its Annual Convention program, the SPA will offer continuing education credits, at no extra charge, for the two Master Lectures (1 CE each), the Presidential Address (1 CE), three lunch presentations (1 CE each), the Bruno Klopfer Award (1 CE), and the Hertz Memorial (1 CE), and for symposia, selected roundtables, and/or case discussions (2 CE each).

- **Lunch Presentation:**
  - o ABAP Preparing For Your Diplomate in Assessment Psychology, *Thursday, March 16, 12:00 -1:00 pm* (1 CE)
  - Case Discussion A: Unmasking a Needlessly Hospitalized Adolescent Scapegoat: Objective and Projective Perspectives Using the Tasks of Emotional Development (TED) Test (1 CE)
  - Case Discussion B: Antisocial Personality: The Nice Side (1 CE)
- **Presidential Address: Robert F. Bornstein, Thursday, March 16, 1:15 pm** (1 CE)
- **Bruno Klopfer Award: Friday, March 17, 12:45 pm** (1 CE)
- **Symposium C:** Back to the Future: Updated Assessment of Wiggins' (2003) Classic Case of "Madeline G" *Thursday, March 16, 4:30-6:30 pm* (2 CE) [AN]
- **Symposium F:** Neurocognitive Testing, Personality Assessment and Psychoanalytic Psychotherapy: Integrative Clinical Illustration *Thursday, March 16, 4:30-6:30 pm* (2 CE) [AN]
- **Round Table G:** Perks and Perils of a Clinical-Forensic Psychology Practice *Thursday, March 16, 4:30-6:30 pm* (2 CE) [FO]
- **Symposium A:** Silent Sounds of Psychosis: Assessing Negative Symptoms and Cognitive Impairment *Friday, March 17, 8:00-10:00 am* (2 CE)

- **Symposium E:** Integrating Basic Personality Research and Clinical Assessment  
*Friday, March 17, 8:00-10:00 am* (2 CE) [I/M]
- **Master Lecture I:** *Friday, March 17, 10:15-11:15 pm* (1 CE)
- **Master Lecture II:** *Thursday, March 16, 3:15-4:15 pm* (1 CE)
- **Symposium G:** Therapeutic Assessment in Different Forensic Settings  
*Friday, March 17, 2:15-4:15 pm* (2 CE) [FO] [CT]
- **Symposium K:** Is There Still Room for Projection in the Rorschach?  
*Friday, March 17, 2:15-4:15 pm* (2 CE)
- **Symposium L:** Personality Dynamics Over Time from Four Distinct Quantitative Approaches  
*Friday, March 17, 2:15-4:15 pm* (2 CE)
- **Hertz Memorial Presentation:** *Friday, March 17, 5:00-6:00 pm* (1 CE)
- **Symposium A:** Creativity and Personality: Psychological Assessment of Truman Capote,  
*Saturday, March 18, 8:00-10:00 am* (2 CE)
- **Symposium D:** Assessment Without Walls: Understanding the Intersection of Complex Trauma,  
Community-Based Testing, and Supervision *Saturday, March 18, 8:00-10:00 am* (2 CE) [T/S]
- **Symposium E:** A Collaborative Model For Educating Psychological Assessors: The Wright  
Experience *Saturday, March 18, 8:00-10:00 am* (2 CE) [T/S]
- **Symposium G:** Story Works: Client Change in C/TA Through Imagination and Visualization in  
Stories, Drawings and Games/Apps *Saturday, March 18, 10:15-12:15 pm* (2 CE) [CT]
- **Symposium H:** Obstacles and Opportunities for Therapeutic Assessment  
*Saturday, March 18, 10:15-12:15 pm* (2 CE) [CT]
- **Symposium J:** Assessing Psychopathology: Meaningful Interpretation of Empirical Data  
*Saturday, March 18, 10:15-12:15 pm* (2 CE)
- **Symposium K:** Case Studies in Forensic Assessment in Immigration Court  
*Saturday, March 18, 10:15-12:15 pm* (2 CE)
- **Symposium M:** New Developments in the Study of Defense Mechanisms  
*Saturday, March 18, 1:45-3:45 pm* (2 CE)
- **Symposium N:** Collaborative/Therapeutic Assessment Approaches with Transgender Individuals  
and Their Families *Saturday, March 18, 1:45-3:45 pm* (2 CE) [CT]
- **Symposium P:** Predicting and Preventing Violent Attacks *Saturday, March 18, 1:45-3:45 pm* (2 CE)
- **Symposium Q:** The Future of Personality Assessment: Challenges and Possibilities  
*Saturday, March 18, 1:45-3:45 pm* (2 CE) [FO]
- **Symposium S:** Elucidating the Validity and Utility of the MMPI-2-RF in Measuring Externalizing  
Psychopathology *Saturday, March 18, 4:00-6:00 pm* (2 CE)
- **Symposium V:** Ethics in Forensic Psychology: Beyond Health Services Psychology  
*Saturday, March 18, 4:00-6:00 pm* (2 CE) [FO]
- **Symposium W:** When Empathy Isn't Soft and Gentle: Adversarial Transference in Therapeutic  
Assessment *Saturday, March 18, 4:00-6:00 pm* (2 CE) [AN] [CT]

**Wednesday, March 15, 2017**

**#1 - Introducing the MMPI-A-RF**

*Robert P. Archer, PhD, Bay Forensic Psychology, Norfolk, VA*



**Wednesday, March 15, 8:00 am – 5:00 pm (7 CE)**

The purpose of this workshop is to provide an introduction to the MMPI-A-RF, the most recently developed form of the MMPI. The MMPI-A-RF is a 241-item self-report measure of adolescent personality and psychopathology. The test has 48 scales of which six are Validity scales, and the remaining 42 Substantial scales form a three-tiered hierarchical structure consisting of Higher-Order scales, Restructured Clinical (RC) scales, and Specific Problem (SP) scales. The MMPI-A-RF is the result of a multi-year project sponsored by the University of Minnesota Press. The current workshop will review the rationale for the development of the MMPI-A-RF, including the theoretical basis of the project. The workshop will also provide an overview of the psychometric characteristics of the Validity and Substantial scales. An interpretation model will be presented, and illustrated through the review of a clinical case example.

**GOALS AND OBJECTIVES:**

1. Describe the rationale for, and methods used in, the development of the MMPI-A-RF
2. Determine when to administer the MMPI-A-RF
3. Optimally utilize the MMPI-A-RF Validity and Substantive scales
4. Develop a comprehensive interpretation strategy for the MMPI-A-RF

**SKILL LEVEL:** This workshop is an introduction to the MMPI-A-RF. Graduate level education and assessment training is required, and prior training in the MMPI-2-RF is helpful.

**#2 - An Ultra-brief Model of Therapeutic Assessment (TA) with Adult Clients**

*Stephen E. Finn, PhD, Center for Therapeutic Assessment, Austin, TX*

*Jan H. Kamphuis, PhD, University of Amsterdam, The Netherlands*

*Hilde De Saeger, Viersorong Institute for the Study of Personality Disorder, The Netherlands*



**Wednesday, March 15, 8:00 am – 5:00 pm (7 CE)**

Finn, Kamphuis, and de Saeger will teach an ultra-brief (i.e., 2-3 hour) empirically supported model of Therapeutic Assessment with adult clients and illustrate it with video clips and role plays. This training is intended for clinicians who are interested in TA but feel unable to implement it due to time limitations in their settings. This ultra-brief version of TA requires expertise in one valid adult self-report inventory (e.g., MMPI-2, MMPI-2-RF, PAI, or MCMI-III) and is most applicable to distressed, help-seeking clients in either outpatient or inpatient treatment settings. Participants will learn how to conduct focused initial interviews, do optional, effective brief assessment intervention sessions, and give impactful feedback. The presenters will also present empirical evidence for the model and discuss when it is likely to be most effective.

**GOALS AND OBJECTIVES:**

At the end of the training, participants will be able to:

1. Describe an ultra-brief model of TA with adult clients and discuss when it is likely to be useful
2. Explain the benefits of TA with adults that have been documented empirically
3. Explain the goals of the initial session of TA
4. Explain how to use a valid self-report test to address clients' questions for an assessment
5. Describe a standardized assessment intervention technique with the TAT
6. List important factors to keep in mind when giving assessment feedback

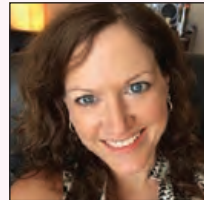
**SKILL LEVEL:** This is an introductory workshop geared for participants of all levels.

**#3 - Introduction to the Rorschach Performance Assessment System (R-PAS)***Joni Mihura, PhD, University of Toledo, Toledo, OH***Wednesday, March 15, 8:00 am – 11:45 am (3.5 CE)**

This workshop provides a basic introduction to the Rorschach Performance Assessment System (R-PAS; Meyer, Viglione, Mihura, Erard, & Erdberg, 2011). The goal is to provide workshop attendees with the basic information about R-PAS administration, coding, and interpretation, which includes normative comparisons, introduction to the computer scoring program, and interpretive procedures. In the 2nd part of the workshop, we will practice applying what you've learned to a case. It will be assumed that attendees have at least some previous experience with the Rorschach. The workshop can also be attended by students who have not had any Rorschach training, as long as attendees are aware that transitioning from the Rorschach Comprehensive System (CS) to R-PAS will be a significant component of the workshop. But for everyone attending the workshop, for better ease of understanding the material, it is recommended that you at least familiarize yourself with the new R-PAS variable names, which you can review in Appendix B of the R-PAS test manual (Meyer et al., 2011), and the layout of the Page 1 and 2 R-PAS results. There will be time for questions and discussion throughout the workshop. Basic information about R-PAS is available at [www.r-pas.org](http://www.r-pas.org).

**GOALS AND OBJECTIVES:**

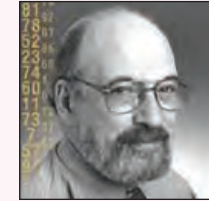
1. Describe the rationale for the development of a new Rorschach system.
2. Familiarize the participants with the empirical support for different aspects of the Rorschach.
3. Understand the research support for each R-PAS variable and the practice implications.
4. Understand the basics of R-PAS administration, scoring, and interpretation.
5. Apply the material to an R-PAS case interpretation.

**SKILL LEVEL:** Novice level with regard to R-PAS.**#4 - Integrating Multimethod Assessment Results in a Meaningful Way for the Client***Pamela Schaber, PhD, Center for Therapeutic Assessment, Austin, TX**Filippo Aschieri, PhD, European Center for Therapeutic Assessment, Milano, Italy***Wednesday, March 15, 8:00 am – 5:00 pm (7 CE)**

Presenters will describe a model for thinking through complicated multi-method assessment cases integrating data from self-report, performance based assessment, cognitive testing, etc. Presenters will discuss several theoretical approaches commonly used in Therapeutic Assessment to provide assessors and clients with comprehensive case conceptualizations that empathically and accurately describe the problems in living for the client. Participants will practice applying the model using a case example. Participants attending the course should have knowledge of at least one self-report, cognitive measure, and performance based assessment test.

**GOALS AND OBJECTIVES:**

1. List multiple theories helpful in thinking about testing and clients.
2. Apply at least one theory to a case conceptualization.
3. Identify key points in addressing clients' and referring professional questions for the assessment using the conceptualization.
4. Integrate data for one example case.

**SKILL LEVEL:** This is an introductory workshop for psychologists and graduate students at all levels of training.**#5 - How to Review Papers***David L. Streiner, PhD, McMaster University, Ontario, Canada**Daniel A. Sass, PhD, University of Texas at San Antonio, San Antonio, TX***Wednesday, March 15, 8:00 am – 11:45 am (3.5 CE)**

This is a free workshop for members of the JPA editorial board only. It will briefly cover the different roles of the reviewer, the tenor of the review, and what to look for in each part of the paper -- the introduction, methods, results, and discussion. Most of the session will be a refresher of statistical methods such as regression, ANOVA, multivariate methods, as well as the differences between classical test theory and item response theory.

**GOALS AND OBJECTIVES:**

1. To discuss what reviewers should look for in papers sent for review.
2. To update the attendees' knowledge of statistical methods used in papers submitted to JPA.
3. To acquaint attendees with modern methods of scale development, such as item response theory.

**SKILL LEVEL:** Must be members of the JPA editorial board.**#6 - Personality Assessment Consultation Opportunities with the Federal Aviation Administration: An Orientation to FAA Practices and Standards***Chris Front, PsyD, ABAP, Federal Aviation Administration***Wednesday, March 15, 8:00 am – 11:45 am (3.5 CE)**

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 a brief review of the legal and ethical issues involved in conducting pre-employment and fitness for duty evaluations. An orientation to the unique psychological demands inherent in the aviation environment and the standards necessary for aviation safety 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.

**#7 - Integrating the R-PAS and the PAI***Chris Hopwood, PhD, Michigan State University**Joni Mibura, PhD, University of Toledo**Greg Meyer, PhD, University of Toledo***Wednesday, March 15, 1:15 pm – 5:00 (3.5 CE)**

This 1-day workshop is designed to provide case illustrations of integrated multimethod assessment contextualizing what people see, say, and do when completing the performance-based Rorschach task in the context of how they understand and describe themselves on introspectively assessed self-report with the Personality Assessment Inventory. It is ideal for clinicians working in applied practice, instructors teaching multimethod psychological assessment, and doctoral students refining their skills in multimethod assessment. The workshop alternates between didactic lecture and instructor-led case discussion. Attendees are invited to bring de-identified case material with PAI and R-PAS data to discuss if there is time.

**GOALS AND OBJECTIVES:**

1. Describe basic principles of multimethod assessment
2. Describe broad methods - the PAI as self-report and R-PAS as a performance task
3. Describe micro-methods within the PAI and micro-methods within R-PAS
4. Describe implications of cross-method agreement
5. Describe implications of cross-method disagreement
6. Demonstrate multimethod interpretation skills via case review

**SKILL LEVEL:** We provide an overview of both R-PAS and the PAI, though participants should be familiar with both methods and ideally have good familiarity with at least one of these methods before the workshop because we do not provide training in the fundamentals of either.

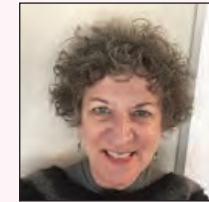
**#8 - Proficiency in Personality Assessment: Producing an Integrated Report***Hadas Pade, PsyD, Alliant International University**A. Jordan Wright, PhD, Empire State College, SUNY***Wednesday, March 15, 1:15 pm – 5:00 pm (3.5 CE)**

This intermediate workshop presents the common challenges in writing integrated psychological assessment reports as well as strategies to improve integrated writing. Participants will also learn and practice several specific steps to better organize and integrate their assessment findings. In addition to directly developing or strengthening participants' own report writing skills, report writing tips applicable to students and trainees will be discussed.

**GOALS AND OBJECTIVES:**

1. Describe the importance of producing well-integrated reports
2. Identify common challenges in producing well-integrated reports
3. Utilize specific strategies to better organize data towards producing an integrated report.

**SKILL LEVEL:** Anyone who is learning, practicing, or teaching/supervising personality assessment. Participants need to be familiar with at least some personality measures and psychological assessment process in general.

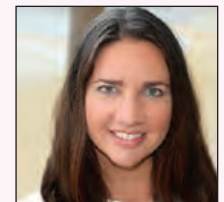
**#9 - Children in the Legal System: Using Research to More Accurately Assess and to Hear Their Voices***Ginger C. Calloway, PhD, Private Practice, Raleigh, NC**Margaret Lee, PhD, Private Practice, Mill Valley, CA***Wednesday, March 15, 1:15 pm – 9:45 pm (7 CE)**

Children are involved in the legal system in different venues and roles. Children may be witnesses in the courtroom, informants in sexual abuse evaluations, reporters in family law cases or their opinions may be assessed for reliability in international Hague cases. In order to obtain reliable, useful information from children, one needs to know how to apply developmental information when interviewing children, and know the research regarding challenges to relying on children's testimony, given issues such as memory, suggestibility and limitations due to immature language development. Questioning and assessing children without tainting information requires knowledge of that research. A newer emphasis in family law and from the U.N. Convention on the Rights of Children calls on having children's voices heard in matters that involve decisions about their lives. The legal standards in different domains must also be considered, when assessing the reliability and usefulness of children's testimony and may limit expert opinions that can be rendered utilizing that data. This workshop will review relevant research on children's language and cognitive development, including memory and suggestibility; will explore pitfalls when interviewing and assessing children in the legal context and will provide the legal context for the most common roles and venues where children participate in the legal system. The second part of this workshop will involve case presentations that apply the research to an array of cases.

**GOALS AND OBJECTIVES:**

1. Participants will understand the various venues in which children serve as informants and/or witnesses and the demands inherent to each situation.
2. Participants will identify developmental influences including memory, suggestibility and use of language for interviewing children.
3. Participants will identify potential sources of bias in interviewing children.
4. Participants will identify relevant research findings as they relate to children's testimony and participation in the legal process.
5. Participants will list differences in children's ability to participate as witnesses and informants and state the source of these differences.
6. Participants will identify the different legal standards that apply in cases involving children's testimony or statements.

**SKILL LEVEL:** Participants need to have some exposure in interviewing and assessing children.

**#10 - Proficiency in Personality Assessment: Producing a Client-Centered Report***Steve Smith, PhD, University of California**Jamie Kent, PhD, Palo Alto University***Wednesday, March 15, 6:00 pm – 9:45 pm (3.5 CE)**

This intermediate workshop presents the common challenges in producing client-centered written assessment reports as well as strategies to improve integrated writing. Participants will also learn and practice several specific steps to transform test-centered into client-centered writing. In addition to directly developing or strengthening participants' own report writing skills, report writing tips applicable to students and trainees will be discussed. Participants are encouraged to bring laptops with one or two de-identified reports that they have written.

**GOALS AND OBJECTIVES:**

1. Describe the importance of producing client-centered reports
2. Identify common challenges in producing client-centered reports
3. Utilize specific strategies to strengthen client-centered writing when discussing testing data and recommendations.

**SKILL LEVEL:** Anyone who is learning, practicing, or teaching/supervising personality assessment. Participants need to be familiar with at least some personality measures and psychological assessment process in general.

#### #11 - A Comparison of EFA, CFA, ESEM, and Bayesian CFA: Selecting the Best Modeling Approach

*Daniel A. Sass, PhD, University of Texas at San Antonio, San Antonio, TX*

**Wednesday, March 15, 6:00 pm – 9:45 pm (3.5 CE)**

This workshop focuses on a comparison of exploratory factor analysis (EFA), confirmatory factor analysis (CFA), exploratory structural equation model (ESEM), and Bayesian factor analysis, with a primary focus on when and why to use each factor analytic model. Participants will be taught how to run these models using Mplus, interpret the output, and statistically compare models. Also included will be a presentation of relevant procedures commonly connected to factor analysis (e.g., parallel analysis) and key statistical concepts (e.g., model fit). Lastly, this workshop will outline what information should be included in published research, along with the best approaches to present this information.



##### **GOALS AND OBJECTIVES:**

1. Explain when to use EFA, CFA, ESEM, and BCFA
2. Compare and interpret EFA, CFA, ESEM, and BCFA results
3. Outline what to include in published research
4. Demonstrate how to use Mplus for these models

**SKILL LEVEL:** This course will be taught at an introductory level and open to anyone interested in these topics

#### #12 - The Rorschach Comprehensive system: Coding and Administration

*Barry Ritzler, PhD, Rorschach Training Program, Long Island University*

*David Shmerler, PhD, NYC Health + Hospitals, New York*

**Wednesday, March 15, 6:00 pm – 9:45 pm (3.5 CE)**

The workshop will cover coding issues that frequently puzzle the Rorschach psychologist. Since proper administration of the method usually reduces the difficulty of coding decisions, we will begin by reviewing proper administration procedures. Next, Dr. Ritzler will cover difficult coding issues such as FC versus CF, active versus passive movement, shading determinants, and special scores. He will provide simple guidelines for enhancing reliability and accuracy of coding. There will be a discussion of the variables of XA%, WDA%, HRV, and PTI. The correct procedures for calculating these variables, their interpretive significance, and supporting empirical evidence will be reviewed.



##### **GOALS AND OBJECTIVES:**

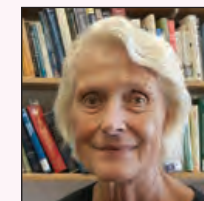
1. To improve administration skills, particularly inquiry, to provide more effective, necessary information for correct coding.
2. To provide guidelines for making difficult scoring decisions.
3. To familiarize participants with Comprehensive System variables such as XA%, WDA%, HRV, and PTI.
4. To answer questions participants may have about coding issues.

**SKILL LEVEL:** Participants need to have some familiarity with the Rorschach Comprehensive System.

#### #13 - Assessing Defense Mechanisms with the TAT

*Phebe Cramer, PhD, Williams College, Williamstown, MA*

**Wednesday, March 15, 6:00 pm – 9:45 pm (3.5 CE)**



The workshop will present a reliable and valid method to assess the use of defense mechanisms through the analysis of TAT stories or other narrative material. This approach is based on a theory of defense mechanism development from birth to adulthood. The theory will be discussed and illustrated. Participants will learn the defense coding system through illustrations and through experience in applying it to protocols provided. These materials will be used to illustrate developmental differences and expectations, as well as differences in clinical patients of different diagnostic categories. Changes in defense use that accompany psychotherapeutic intervention will also be illustrated.

##### **GOALS AND OBJECTIVES:**

1. Discuss defense mechanisms from a developmental point of view.
2. Explain a coding system for assessing defense mechanisms from TAT stories.
3. Apply this method to TAT stories provided.
4. Discover how the method has been used with clinical and non-clinical groups.

**SKILL LEVEL:** Advanced graduate students in Personality/Clinical Psychology; PhD participants

#### #14 - Therapeutic Feedback with the MMPI-2 - A Demonstration

*Richard Levak, PhD, Independent Practice, Del Mar, CA*

*Philip Keddy, PhD, Wright Institute, Berkeley and Independent Practice, Oakland, CA*

**Wednesday, March 15, 6:00 pm – 9:45 pm (3.5 CE)**



Dr. Levak will demonstrate giving feedback about MMPI-2 results directly to “client-actors”. Dr. Keddy will briefly discuss the background of Dr. Levak’s approach and how it is an example of collaborative/therapeutic assessment. Dr. Keddy will introduce Dr. Levak and Dr. Keddy’s students from the Wright Institute in Berkeley who will be the client-actors. Dr. Levak’s method forms the basis for the book “Therapeutic Feedback with the MMPI-2: A Positive Psychology Approach” (Routledge, 2011) that he authored, along with Liza Siegel, David S. Nichols, and Ronald A. Stolberg. Dr. Levak will only know the “client’s” MMPI-2 results and basic identifying information. Three different grad students will role play their respective clients. The grad students will have gotten to know their clients by assessing them and possibly having done therapy with them as well. These demonstrations will be “live” in that they will not be scripted. The MMPI-2 results will be projected for the audience and client-actors to see. Discussion with the audience will be encouraged during and after the demonstrations.

##### **GOALS AND OBJECTIVES:**

1. Demonstrate how MMPI-2 test results can help to understand the client.
2. Demonstrate how the results can be communicated directly to clients in an empathic way.

**Thursday, March 16, 2017**

3. Demonstrate how the giving of feedback becomes a collaborative/therapeutic intervention.

**SKILL LEVEL:** Some familiarity with interpreting MMPI-2 profiles will be helpful.

**#15 - The Basic Principles and Advanced Statistics Used to Build a Personality Measure**

*Michael J. Roche, PhD, Penn State Altoona, Altoona, PA*



**Thursday, March 16, 8:00 am – 11:45 am (3.5 CE)**

This workshop provides an overview of how personality measures are constructed and validated. This half-day workshop will be divided into three sections: basics of test construction and validation, factor analysis, and longitudinal data analysis. The first section will be a general introduction to measure construction, including concepts relevant for the preliminary stage (e.g. identifying universe on content, item pool writing, pre-screening items for bias, readability, etc.), developmental stage (e.g. reliability, psychometric evaluation of scales, factor structure, etc.), and validation stage (e.g. confirming psychometric properties, convergent and discriminant validity, etc.). These principles will be illustrated using personality measures that are common in the literature (e.g. PAI, PID, TAT, etc.). The second section introduces factor analysis, its theoretical foundations, statistical foundations, strengths/limitations, and how various forms of factor analysis are used to examine the factor structure of several common personality measures. The third section discusses the use of longitudinal data in personality measures. Similar to section two, we review the theoretical foundations, statistical foundations, strengths/limitations, and how longitudinal data is commonly employed for evaluating personality measures (e.g. test-retest reliability, predictive validity) and new ways longitudinal data is employed (e.g. daily collection of longitudinal data, within-person associations, and psychometric properties when the personality measures themselves are at a daily or weekly timescale). By the end of this workshop, attendees will be more knowledgeable in how personality measures are constructed, and the steps necessary to construct a measure of their own.

**GOALS AND OBJECTIVES:**

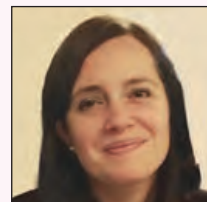
1. Describe the steps in personality measure development and validation.
2. Explain the concept of factor analysis along with its appropriate uses and limitations.
3. Compare strengths/limitations of using single-occasion versus longitudinal data for the purpose of reliability and validity.

**SKILL LEVEL:** The skill level is beginner.

**#16 - Conquering Assessment Intervention Sessions (AIS) in Therapeutic Assessment: A Model to Choose and Plan Different Types of AI with Individuals and Systems.**

*Marita Frackowiak, PhD, Center for Therapeutic Assessment, Austin, TX*

*Lionel Chudzik, PhD, University of Tours, France*



*Francesca Fantini, PhD, European Center for Therapeutic Assessment, Milano, Italy*

**Thursday, March 16, 8:00 am – 11:45 am (3.5 CE)**

In Therapeutic Assessment (TA), Assessment Intervention Sessions (AIS) are utilized to in-vivo test hypotheses from assessor's clinical case conceptualization. These sessions are an opportunity to help the client(s) observe and find new solutions to their main struggles/dilemmas. Assessment Intervention Sessions (AIS) are well known to be the most difficult step in the TA process for many assessors (Finn, 2007). This difficulty comes from the fact that the assessor has numerous questions to address while planning the intervention: What kind of a dilemma or problem behavior can we bring into the room? How should I do that? Will the client get too overwhelmed? Can the client handle it? Can I handle it? This workshop will

address these types of typical questions. The presenters will teach a model which can be used to plan AIS based on the level of emotional engagement expected from the client. The presenters will introduce three types of AIS: Low Engagement Intervention, Medium Engagement Intervention, High Engagement Intervention. Factors such as the level of psychopathology of the client, the level of insight and the quality of the client/assessor relationship will be discussed for each level. Examples of procedures to use and specific Assessment Interventions ideas will be discussed and demonstrated via video clips. The participants will have an opportunity to practice in small role play groups. Assessment Intervention ideas will be presented for both individual clients and family systems.

**GOALS AND OBJECTIVES:**

1. To describe at least three clinical factors important to consider when planning an AIS.
2. To discuss the differences in the levels of emotional engagement in AIS
3. To list different kinds of possible AI techniques/ideas.
4. To plan step by step at least three different AI.
5. To role play an AI in small groups.

**SKILL LEVEL:** This is an introductory workshop for psychologists and graduate students, with basic knowledge of psychological measures and Therapeutic Assessment.

**#17 - Rorschach Assessment of Personality Disorder**

*Philip Erdberg, PhD, UC-SF School of Medicine, Corte Madera, CA*

*Gregory J. Meyer, PhD, University of Toledo, Toledo, OH*



**Thursday, March 16, 8:00 am – 11:45 am (3.5 CE)**

Current research and theory suggests the Rorschach is uniquely suited for assessing personality disorders, avoiding many of the problems that occur with self-report measures. This workshop presents an approach for using the Rorschach to describe personality disorders, using both case vignettes and summaries of the current Rorschach and personality disorder literature, drawing upon both the 5th edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and the 10th edition of the International Classification of Diseases (ICD-10). Participants should have a basic level of training and clinical experience with the Rorschach. Workshop topics include the following: 1) the importance of the categorical versus dimensional distinction for personality assessment; 2) the alternative DSM-5 Section III model of personality disorder; 3) research on the applicability of the Rorschach with various personality disorder syndromes, with an emphasis on new scales for assessing the grandiosity associated with narcissism; 4) a review of functions related to other specific disorders (schizoid, schizotypal, paranoid, borderline, antisocial, avoidant, and dependent); and 5) variables that address the two fundamental dimensions of the DSM-5 Section III personality disorders – Self (identity and self-direction) and Interpersonal (empathy and intimacy).

**GOALS AND OBJECTIVES:**

1. Understand the implications of the categorical-dimensional distinction for doing personality assessment
2. Learn about current Rorschach research for personality disorders
3. Understand how Rorschach variables can help describe the principal dimensions of personality disorders
4. Learn how Rorschach data about personality disorder can contribute to intervention planning
5. Apply learning to the interpretation of a case

**SKILL LEVEL:** Participants should have a basic level of training and clinical experience with the Rorschach.

### #18 - Deep Cuts: Employing the Lesser-Known Theoretical/Empirical Features of the MCMI-IV and Other Millon Inventories

Seth Grossman, PsyD, FIU College of Medicine, Private Practice, Cooper City, FL

Thursday, March 16, 8:00 am – 11:45 am (3.5 CE)



This workshop directly focuses on the blend of Millon Evolutionary Theory with contemporary empirical methodology, and demonstrates enhanced interpretation and intervention strategies through didactics and case examples. Using insights generated by the theory, participants will learn how to build therapeutic alliance through personalized feedback and therapeutic dialogue. Additionally, the workshop will review the enhanced empirical methodology of the MCMI-IV, and explore empirical progression from earlier methodologies. The workshop will also discuss specific application areas in which further research is desirable. While the MCMI-IV will be emphasized, case examples will also include adult counseling, child, college, and medical psych populations via other Millon inventories.

#### GOALS AND OBJECTIVES:

1. Operationalize Millon's evolutionary theory for clinical interpretation.
2. Discuss empirical methodology and issues relevant to the Millon Inventories.
3. Utilize a blended theoretical/empirical approach to deepen interpretation and intervention strategies for the MCMI-IV and other Millon Inventories.
4. Interpret MCMI-IV, MACI/M-PACI, MIPS-2, MCCL, and MBMD profiles using this enhanced strategy.

**SKILL LEVEL:** Intermediate: The workshop assumes working familiarity with at least one of the Millon Inventories.

### #19 - CHESSSS, a Free Software for the Rorschach CS: Basic and Advanced Features

Patrick Fontan, PhD, Laboratoire Ipse, Paris West University

Thursday, March 16, 8:00 am – 11:45 am (3.5 CE)



CHESSSS is a free software solution to score and compute the Rorschach Comprehensive System and Supplementary Scales (Fontan et al, 2013). This application is focused on the needs of clinicians and researchers using the CS: scoring reliability, assistance in protocol interpretation, scoring of Form Qualities, scoring of Supplementary Scales, interrater reliability and management of databases. Basic features of CHESSSS will be presented in the morning. Advanced features and data management will be presented in the afternoon. Participants should come with their computers as practical exercise will be proposed.

#### GOALS AND OBJECTIVES:

1. What are the two important points concerning CHESSSS installation?
2. Does one need to indicate the value of Z score or to score Poor/Good Human Representation?
3. Why is it important to indicate the age of the examinee in the identification form?
4. How does one compute Inter-rater reliability coefficients in CHESSSS?
5. How does one compute reference values for a sample with CHESSSS?

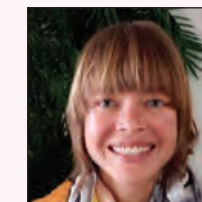
**SKILL LEVEL:** This workshop is designed for beginners.

### #20 - Adult Attachment and the Therapeutic Agenda: The Place of the Adult Attachment Projective Picture System in a Multidimensional Approach to Treatment and the Reduction of Shame

Carol George, PhD, Mills College,

Melissa Lebmann, PhD, Private Practice, Austin, TX

Thursday, March 16, 8:00 am – 11:45 am (3.5 CE)



This workshop will demonstrate how to integrate the assessment of adult attachment into a multidimensional approach to treatment. The workshop begins with a discussion of the basic attachment theory constructs, highlighted by assessment using the Adult Attachment Projective Picture System (AAP, George & West, 2012). The workshop then moves to provide an overview of the AAP coding system (this is not an AAP training, but sufficient detail will be provided to serve as the framework for case presentation). This will be followed by a discussion of the different attachment patterns and the ways in which these patterns can help direct the therapeutic agenda, including a discussion of attachment patterns associated with pathological mourning for trauma. Lastly, a case example will be used to demonstrate the AAP in action by discussing how the patterns and coding elements together can be used in psychotherapists to help decrease shame in the context of treatment.

#### GOALS AND OBJECTIVES:

1. To provide an understanding of key concepts in attachment theory that are central to Adult Attachment Projective Picture System (AAP) and that will be central to use in treatment: the attachment relationship, internal working models of attachment, defensive processes.
2. To introduce the coding and processing dimensions used in the AAP.
3. To provide an understanding of the contributions of dimensional and organization elements of attachment differing attachment patterns to personality and psychopathology risk.
4. To provide a clear understanding of the meaning of attachment patterns and how they are useful in the context of treatment.
5. To discuss a specific case that addresses reducing shame by utilizing an attachment theory approach to understanding clients' relational difficulties.

**SKILL LEVEL:** This workshop is oriented to individuals beginning to use attachment in their practice, and those who wish to integrate assessment with clients who have lingering effects of attachment trauma.

### Sunday, March 19, 2017

#### #21 - R-PAS Coding Solutions

Donald J. Viglione, PhD, Alliant International University, San Diego, CA

Sunday, March 19, 8:00 am – 5:00 pm (7 CE)



This intermediate/advanced workshop is designed to help R-PAS users develop coding proficiency. Beginning with key principles for R-PAS coding, those attending this workshop will learn to identify and address the major sources of coding errors and inconsistencies. They will apply these principles and specific guidelines in sorting out this-or-that and run-on responses, recognizing distinctions between important and unimportant objects for purposes of Location and Form Quality coding, deciding between borderline cases of Space Reversal, Vague, and Synthesis responses, conducting reliable Form Quality extrapolations, discriminating among determinants close to the coding threshold, weighing the evidence in assigning cognitive codes at varying levels, and honing their skills in coding ODL, MAP, ABS and other thematic elements. The workshop will offer the attendees the opportunity to practice what they've learned on challenging coding dilemmas and to bring their own coding questions.

#### GOALS AND OBJECTIVES:

1. Begin to develop proficient R-PAS coding skills.
2. Apply the general principles of R-PAS coding to a wide range of coding situations.
3. Use helpful terminology, distinctions, and routines to assist in identifying, describing, and resolving coding challenges.

4. Conduct reliable Form Quality extrapolations.
5. Identify several key issues associated with common coding dilemmas for most categories.

**SKILL LEVEL:** Intermediate to Advanced: Should already have some experience with R-PAS coding.

#### #22 - Using Clinical Judgment in Therapeutic Assessment of Adults Who May Or May Not Have An Autism Spectrum Disorder

*Dale Rudin, PhD, Center for Therapeutic Assessment, Austin, TX*

**Sunday, March 19, 8:00 am – 11:45 am (3.5 CE)**



Dr. Rudin will discuss a Therapeutic Assessment approach to the assessment of adults with problems in living that are suspected to be part of an Autism Spectrum Disorder (ASD). She will discuss differential diagnoses, useful assessment tools, and how to involve clients as collaborators in the assessment. A key message will be that clinical judgment is essential in making a diagnosis of an ASD and that many variables, including the ramifications of the diagnosis, need to be considered. Points will be illustrated with videos of actual clients, and participants will be actively involved in the workshop.

##### GOALS AND OBJECTIVES:

After the workshop, participants will be able to:

1. list differential diagnoses to be considered when assessing for ASD
2. describe at least 3 assessment tools that can be useful in making a diagnosis of ASD
3. utilize a process that formalizes the use of clinical judgment
4. discuss ways to involve clients collaboratively in the assessment process

**SKILL LEVEL:** This is an introductory workshop open to participants at all levels

#### #23 - The Role of the MMPI-2 RF in Assessment of Trauma Related Conditions

*Paul A. Arbisi, PhD, ABAP, ABPP, University of Minnesota*

**Sunday, March 19, 8:00 am – 5:00 pm (7 CE)**



The proposed day long workshop will focus on the role of the MMPI-2 RF in a multi-method evaluation of trauma related psychological conditions. During the first half of the workshop, historical background in the use of the MMPI instruments in the evaluation of trauma related psychiatric conditions will be presented followed by an overview and brief review of the MMPI-2 RF including the hierarchical interpretation strategy for the MMPI-2 RF specifically related to scales most associated with sustained emotional disturbance following exposure to traumatic life events. 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 assist in diagnostic formulation and treatment planning for trauma related conditions. Emphasis will be placed on identification of frequently co-morbid conditions such as depression, anxiety disorders, and substance misuse disorders and implications of those conditions for treatment. 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. Beyond diagnostic considerations, the use of the MMPI-2 RF facilitate 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. Participants will list MMPI-2 RF scales that, when elevated, are consistent with a trauma related condition.
2. Participants will be able to describe the subtypes of PTSD as reflected on the MMPI-2 RF

3. Participants will be able to discuss setting and trauma specific effects in the assessment of trauma related conditions with the MMPI-2 RF.
4. Participants will be able to use the MMPI-2 RF to evaluate treatment readiness in individuals considering exposure based treatments for PTSD.
5. Participants will be able to discuss the relative utility of a broadband assessment instrument over narrow band diagnostic specific instruments in the assessment of trauma related conditions.

**SKILL LEVEL:** The workshop requires an intermediate level of skill in interpreting the MMPI-2 RF and experience with assessment of trauma related conditions.

#### #24 - Forensic Applications of the Personality Assessment Inventory (PAI)

*Mark A. Ruiz, PhD, ABPP, James A. Haley Veterans Hospital and Clinics, Tampa, FL*

**Sunday, March 19, 8:00 am – 5:00 pm (7 CE)**



This day-long training course will focus on the forensic applications of the Personality Assessment Inventory (PAI). The training will initially make a case for the importance of self-report assessment in forensic evaluation, with particular attention being paid to the drawbacks of other assessment methods (e.g., projective testing, structured interview). The relevance of various ethical and practice guidelines will be reviewed. The training will then review interpretive procedures and empirical results pertaining to the PAI in various roles including risk assessment, diagnosis for sentencing mitigation, mental state at the time of offense, and child custody evaluation. Issues and empirical findings related to the PAI in its assessment of response styles will be reviewed. The training will then move on to the use of the PAI in evaluating issues related to Andrews and Bonta's (2010) conceptual domains of risk, needs, and responsiveness. Each component of the training will include detailed reviews of relevant empirical research as well as case study results based on actual clinical scenarios. Each component will address the use of the PAI with racial and ethnic minorities.

##### GOALS AND OBJECTIVES:

1. Describe the general overview of the PAI and the information it provides within a theoretical framework relevant to forensic evaluation.
2. Be prepared to defend the use of the PAI in any challenge to admissibility.
3. Identify the primary ethical guidelines that support the use of self-report assessments and the limitations of other assessment formats.
4. Describe the primary PAI scales and indices used to evaluate response style, risk of harm to self and others, mental illness, and treatment responsiveness.
5. Understand the limitations of the PAI with respect to evaluating racial and ethnic minorities.
6. Synthesize testing and historical case information and apply PAI interpretive techniques to case examples from clinical and forensic evaluations.

**SKILL LEVEL:** Advanced graduate students, researchers, and practicing clinicians.

#### #25 - Building Empathy Through Assessment: A Model for Integrating Therapeutic Assessment into Forensic Practice

*F. Barton Evans, PhD, ETSU College of Medicine, Johnson City, TN*

*Bruce L. Smith, PhD, ABAP, UC-Berkeley, Berkeley, CA*

**Sunday, March 19, 8:00 am – 5:00 pm (7 CE)**



Forensic assessment and clinical assessment have traditionally been seen as incompatible enterprises. In the former, information gathering and skeptical neutrality are the norm, whereas empathy and collaboration are hallmarks of the latter. In this workshop we will present a hybrid forensic assessment model, Building Empathy through Assessment (BETAssessment) that integrates core principles from Collaborative / Therapeutic Assessment

(CTA) into forensic assessment. This model of assessment maintains the requirements for both skepticism and neutrality necessary for a competent evaluation in legal contexts, while offering “experience near” CTA methods to enhance accuracy and humanity within forensic assessment. In-depth case analyses from family law, civil litigation, and immigration court will be presented and discussed.

#### GOALS AND OBJECTIVES:

1. Participants will elaborate core requirements of neutrality and objectivity in forensic psychological assessment.
2. Participants will distinguish the four collaborative assessment models and demonstrate differences in approach to assessment from traditional forensic assessment.
3. Participants will learn the BETA method of assessment, including the three core BETAssessment™ principles applicable across nearly all personality assessment contexts.
4. Participants will learn how to apply CTA principles to forensic assessments in diverse settings and to demonstrate ways that assessment psychologists can modify forensic assessment practices in certain psycholegal areas to increase collaborative outcomes.
5. Participants will learn about the potential pitfalls in using BETA in forensic applications.
6. Demonstrate the application of BETAssessment in forensic settings such as through case examples.

**SKILL LEVEL:** All levels. Some knowledge of forensic assessment and/or CTA would be helpful, but not necessary.

#### #26 - A Practical Overview of the Wartegg Drawing Completion Test According to the Crisi Wartegg System (CWS)

*Alessandro Crisi, PsyD, Istituto Italiano Wartegg, Rome, Italy*

*Jacob A. Palm, PhD, Southern California Center for Collaborative Assessment, Long Beach, CA*



**Sunday, March 19, 8:00 am – 11:45 am (3.5 CE)**

This workshop presents a practical introduction to Crisi Wartegg System (CWS), a methodology for the clinical use of the Wartegg Drawing Completion Test (WDCT). The WDCT is a performance-based drawing technique that can be completed in 5-10 minutes by the client and is appropriate for children, adolescents, and adults including individuals with mental disabilities. Once one becomes competent in its use, the test takes 40-45 minutes to administer, score and interpret. The WDCT is becoming better known in the United States, with several sequences of training completed with US-based clinicians. A recent meta-analysis attests to its validity in assessing personality and psychopathology, and reliability and validity data of the CWS is commensurate with both self-report (MMPI-2) and performance-based (Rorschach) personality measures. The CWS was also recently recognized as a valid performance-based personality method that can be used for certification in Therapeutic Assessment, given the measure's ease of use, resonance with clients, and non-threatening nature. Topics covered in this workshop include introduction to the history of the WDCT, as well as the development of the CWS. Reliability and validity data will be reviewed, as well as recommended clinical use and incremental validity of this measure. Participants will learn proper administration procedures and be provided with introduction to major scoring categories of the CWS. Applied case examples and practice scoring exercises will be collaboratively reviewed. Lastly, a variety of clinical cases examples and protocols will be provided to demonstrate both the utility of the measure and its discriminative power between clients with various presenting symptoms or challenges. Prior to exposure to the CWS, participants will have the opportunity to complete the test independently, with time provided for reflection on their experience and initial reactions.

#### GOALS AND OBJECTIVES:

1. Describe clinical use of the CWS, including the clinical populations the measure is appropriate for, as well as the incremental validity/benefits of use in clinical practice;
2. List the steps required for proper administration of the WDCT according to the CWS;
3. List and describe the major scoring categories of the CWS;
4. Correctly score CWS-specific scoring domains of Evocative Character (EC) and Affective Quality (AQ);
5. Utilize CWS scoring and analysis to differentiate between various clinical symptoms and presentations through review and discussion of case examples

**SKILL LEVEL:** This is an introductory training on the CWS; no previous use of the test is required although thorough grounding in psychological assessment and theory is recommended. It is further useful if attendees have previous knowledge of the Rorschach and other performance-based personality tests. This workshop is open to mental health professionals and graduate students training to be mental health professionals.

#### #27 - Assessing Autobiographical Memory in a Personality Assessment: Why?

*Arnold R. Bruhn, PhD, Private Practice, Chevy Chase, MD*



**Sunday, March 19, 1:15 pm – 5:00 pm (3.5 CE)**

Do you know that approximately 30% of clients in long term insight oriented therapy have serious traumas, molestations and abuse they have never discussed with their therapists? Assessing a man who had been sexually abused by a scoutmaster years before (Bruhn 1995, Oxford U Press) opened my eyes to this infrequently reported problem. We want to help as professionals. But how can we heal what has never been revealed? Do you know that you can find out what is really brings a client in for therapy in roughly a minute even if your client cannot tell you directly? An Early Memories Procedure (Bruhn 1989) is ordinarily completed by new clients outside the office, but two pieces of data on pages 9 to 11 can commonly tell you exactly what you need to know about why they are coming to you for help now. This workshop will present what you need to know to ground you in memories assessment. Which memory is key for your client? What memories tell you what is missing in their lives? How well can a client bond and trust? Is PTSD an issue? Are you treating a psychopath? Dr Bruhn has developed the field of memories work over the past 44 years. He broke the code for internal and external locus of control beliefs as a graduate student at Duke University and through the use of the précis has shown that negative affect memories reveal the contexts in our lives which we are struggling to master today. He views memories as perceptographs that reflect the operation of the mind. Arnold R Bruhn is the author of Earliest Childhood Memories: Theory and Application to Clinical Practice (Bruhn 1990) which is being updated and reissued this year on its 25th anniversary.

#### GOALS AND OBJECTIVES:

1. Learn to interpret positive and negative affect memories and understand the unique role of each.
2. Know the standard memory assessment procedures and when to use each.
3. Be able to administer and interpret an Early Memories Procedure (Bruhn 1989) at a beginning level. Which memory tells us what brings the client in for help? What is the client's major unresolved issue? [take Part 1 of the EMP in the workshop... identify your own key memory and related task which you are working on now]
4. Be able to look at a set of memories and identify the following: Spontaneous vs Directed memories; Positive affect vs negative affect memories.
5. Be familiar with the Comprehensive Early Memories Scoring System—Revised (Last & Bruhn 1991), Part VII, Content and Process themes, which distinguish various kinds of memories.

**SKILL LEVEL:** Grad students in a mental health related field or advanced.

Wednesday, March 15, 2017

7:45 am – 5:00 pm **Registration**

8:00 am – 5:00 pm **Full-Day Workshops (3)**

**#1 - Introducing the MMPI-A-RF** Robert P. Archer, PhD, Bay Forensic Psychology, Norfolk, VA

8:00 am – 5:00 pm (7 CE) – Location: Willow

**#2 - An Ultra-brief Model of Therapeutic Assessment (TA) with Adult Clients**

Stephen E. Finn, PhD, Center for Therapeutic Assessment, Austin, TX

Jan H. Kamphuis, PhD, University of Amsterdam, The Netherlands

Hilde De Saeger, Viersorng Institute for the Study of Personality Disorder, The Netherlands

8:00 am – 5:00 pm (7 CE) - Location: Golden Gate C2

**#4 - Integrating Multimethod Assessment Results in a Meaningful Way for the Client**

Pamela Schaber, PhD, Center for Therapeutic Assessment, Austin, TX

Filippo Aschieri, PhD, European Center for Therapeutic Assessment, Milano, Italy

8:00 am – 5:00 pm (7 CE) – Location: Golden Gate C1

8:00 am – 11:45 am **Half-Day Workshops - Morning (3)**

**#3 - Introduction to the Rorschach Performance Assessment System (R-PAS)**

Joni Mibura, PhD, University of Toledo, Toledo, OH

8:00 am – 11:45 am (3.5 CE) – Location: Golden Gate BR B

**#5 - How to Review Papers**

David L. Streiner, PhD, McMaster University, Ontario, Canada

Daniel A. Sass, PhD, University of Texas at San Antonio, San Antonio, TX

8:00 am – 11:45 am (3.5 CE) – Location: Juniper

**#6 - Personality Assessment Consultation Opportunities with the Federal Aviation Administration: An Orientation to FAA Practices and Standards**

Chris Front, PsyD, ABAP, Federal Aviation Administration

8:00 am – 11:45 am (3.5 CE) – Location: Golden Gate C3

10:00 am – 10:15 am **Break**

11:45 am – 1:15 pm **Lunch Break**

1:15 pm – 5:00 pm **Full-Day Workshops – Afternoon/Evening (1)**

**#9 - Children in the Legal System: Using Research to More Accurately Assess and to Hear Their Voices**

Ginger C. Calloway, PhD, Private Practice, Raleigh, NC

Margaret Lee, PhD, Private Practice, Mill Valley, CA

1:15 pm – 9:45 pm (7 CE) – Location: Willow

1:15 pm – 5:00 pm **Half-Day Workshops - Afternoon (2)**

**#7 - Integrating the R-PAS and the PAI**

Chris Hopwood, PhD, Michigan State University

Joni Mibura, PhD, University of Toledo

Greg Meyer, PhD, University of Toledo

1:15 pm – 5:00 pm (3.5 CE) - Location: Golden Gate BR B

**#8 - Proficiency in Personality Assessment: Producing an Integrated Report**

Hadas Pade, PsyD, Alliant International University

A. Jordan Wright, PhD, Empire State College, SUNY

1:15 pm – 5:00 pm (3.5 CE) – Location: Golden Gate C2

3:00 pm – 3:15 pm **Break**

5:00 pm – 6:00 pm **Dinner Break**

6:00 pm – 9:45 pm **Half-Day Workshops – Evening (5)**

**#10 - Proficiency in Personality Assessment: Producing a Client-Centered Report**

Steve Smith, PhD, University of California

Jamie Kent, PhD, Palo Alto University

6:00 pm – 9:45 pm (3.5 CE) - Location: Golden Gate C3

**#11 - A Comparison of EFA, CFA, ESEM, and Bayesian CFA: Selecting the Best Modeling Approach**

Daniel A. Sass, PhD, University of Texas at San Antonio, San Antonio, TX

6:00 pm – 9:45 pm (3.5 CE) - Location: Willow

**#12 - The Rorschach Comprehensive System: Coding and Administration**

Barry Ritzler, PhD, Rorschach Training Program, Long Island University

David Shmerler, PhD,

6:00 pm – 9:45 pm (3.5 CE) - Location: Golden Gate C2

**#13 - Assessing Defense Mechanisms with the TAT**

Phebe Cramer, PhD, Williams College, Williamstown, MA

6:00 pm – 9:45 pm (3.5 CE) - Location: Golden Gate C3

**#14 - Therapeutic Feedback with the MMPI-2 - A Demonstration**

Richard Levak, PhD, Independent Practice, Del Mar, CA

6:00 pm – 9:45 pm (3.5 CE) - Location: Juniper

7:30 pm – 7:45 pm **Evening Break**

Thursday, March 16, 2017

- 7:45 am – 5:00 pm Registration
- 7:30 am – 12:00 pm Board of Trustees Meeting
- 8:00 am – 12:00 pm Exhibitors/Bookstore Setup
- 8:00 am – 11:45 am Half-Day Workshops - Morning (6)

**#15 - The Basic Principles and Advanced Statistics Used to Build a Personality Measure.**

*Michael J. Roche, PhD, Penn State Altoona, Altoona, PA*  
 8:00 am – 11:45 am (3.5 CE) - Location: Willow

**#16 - Conquering Assessment Intervention Sessions (AIS) in Therapeutic Assessment: A Model to Choose and Plan Different Types of AI with Individuals and Systems.**

*Marita Frackowiak, PhD, Center for Therapeutic Assessment, Austin, TX*  
*Lionel Chudzicki, PhD, University of Tours, France*  
*Francesca Fantini, PhD, European Center for Therapeutic Assessment, Milano, Italy*  
 8:00 am – 11:45 am (3.5 CE) - Location: Golden Gate C3

**#17 - Rorschach Assessment of Personality Disorder**

*Philip Erdberg, PhD, UC-SF School of Medicine, Corte Madera, CA*  
*Gregory J. Meyer, PhD, University of Toledo, Toledo, OH*  
 8:00 am – 11:45 am (3.5 CE) - Location: Golden Gate BR B

**#18 - Deep Cuts: Employing the Lesser-Known Theoretical/Empirical Features of the MCMI-IV and Other Millon Inventories**

*Seth Grossman, PsyD, FIU College of Medicine, Private Practice, Cooper City, FL*  
 8:00 am – 11:45 am (3.5 CE) - Location: Golden Gate C2

**#19 - CHESSSS, a Free Software for the Rorschach CS: Basic and Advanced Features**

*Patrick Fontan, PhD, Laboratoire Ipse, Paris West University*  
 8:00 am – 11:45 am (3.5 CE) - Location: Golden Gate C1

**#20 - Adult Attachment and the Therapeutic Agenda: The Place of the Adult Attachment Projective Picture System in a Multidimensional Approach to Treatment and the Reduction of Shame**

*Carol George, PhD, Mills College, Oakland, CA*  
*Melissa Lehmman, PhD, Private Practice, Austin, TX*  
 8:00 am – 11:45 am (3.5 CE) - Location: Juniper

- 9:45 am – 10:00 am Break
- 12:00 pm – 5:00 pm Exhibits Open
- 11:45 am – 1:15 pm Lunch Break
- 12:00 pm – 1:00 pm Lunch Presentations:
  - ABAP Preparing for Your Diplomate in Assessment Psychology (1 CE) Golden Gate C3  
*A. Jordan Wright*
  - Proficiency Information Session Golden Gate C1  
*Hadas Pade*

- Case Discussion A:** Unmasking a Needlessly Hospitalized Adolescent Scapegoat: Objective and Projective Perspectives Using the Tasks of Emotional Development (TED) Test (1 CE) [C/A] Juniper  
*Edward Gotts, Haskeel Cohen*
- Case Discussion B:** Antisocial Personality: The Nice Side (1 CE) Willow  
*Graham Rogers*

12:00 pm – 1:00 pm SPAGS Board Meeting – Lunch

12:00 pm – 1:00 pm JPA Editor/Associate Editor Lunch

1:15 pm – 3:00 pm Opening Plenary Session

**Opening Remarks**

*Robert P. Archer, Program Chair and President-Elect, SPA Board of Trustees*

**Presidential Address (1 CE)**

*Robert F. Bornstein, President SPA Board of Trustees*

**Awards Presentation:**

**2016 Walter G. Klopfer Award – Two Awards**

**Presenter: Steven K. Huprich, Editor**  
**The Journal of Personality Assessment**

**Recipients:**

*M. Brent Donnellan, Robert A. Ackerman, Courtney Brecheen*

**Paper:**

Extending Structural Analyses of the Rosenberg Self-Esteem Scale to Consider Criterion-Related Validity: Can Composite Self-Esteem Scores be Good Enough?

**Recipients:**

*Anthony Rodriguez, Steven P. Reise, Mark G. Haviland*

**Paper:**

Applying Bifactor Statistical Indices in the Evaluation of Psychological Measures

**2016 Martin Mayman Award**

**Presenter: Steven K. Huprich, Editor**  
**The Journal of Personality Assessment**

**Recipients:**

*Piero Porcelli, James Kleiger*

**Paper:**

The “Feeling of Movement”: Notes on the Rorschach Human Movement Response

**Samuel J. and Anne G. Beck Award – Nicole M. Cain**

**Mary Cerney Award – Zara Wright**

3:15 pm – 4:15 pm Master Lecture II (1CE) - *Nadine Kaslow* Golden Gate BR B

4:15 pm – 4:30 pm Break

4:30 pm – 6:30 pm Scientific Sessions (6)

**Symposium C: Back to the Future: Updated Assessment of Wiggins' (2003) Classic Case of "Madeline G" (2 CE) [AN]** Golden Gate BR B

Chair: *Mark H. Waugh, University of Tennessee & Oak Ridge National Laboratory, Oak Ridge, TN*

Overview: The Collaborative Assessment, "Madeline G," and Key Features of Blatt and Behrends Assessment

*Mark H. Waugh, University of Tennessee & Oak Ridge National Laboratory, Oak Ridge, TN*

Madeline from the Perspective of the DSM-5 Alternative Model of Personality Disorders

*Christopher J. Hopwood, Michigan State University, East Lansing, MI*

Self and Others in Madeline's Representational World: Contributions from the Object Relations Inventory

*John Auerbach, Gainseville VAMC & University of Florida*

Stories from Madeline: Using the SCORS-G to Assess Her TAT Responses

*Jenelle Slavin-Mulford, Augusta University*

Reconsidering Madeline's Rorschach from the Vantage of R-PAS and Potential Grandiosity and Narcissism Variables

*Gregory J. Meyer, University of Toledo, Toledo, OH*

*Fabiana Freitas, University of Sao Paulo, Ribeirao Preto*

**Paper Session D: Innovations in Assessment Methods** Golden Gate C1

Chair: *Mark A. Blais, Massachusetts General Hospital, Boston, MA*

Who Wants What? Traits, Roles, and Personal Goals

*Daniel J. Ozer, University of California, Riverside*

Minding the Body: Utilizing the Rorschach and Biofeedback to Inform Psychotherapy Treatment in a Changing Landscape

*Ksera Dyette, Cambridge Health Alliance/Harvard Medical School, Boston, MA*

*Pamela A. Castineiras, Behavioral Associates, New York, NY*

The Effects of Cognitive Remediation Therapy on Perceptual Accuracy and Thinking in a Group of Schizophrenia Patients

*Emiliano Muzio, Private Practice, Helsinki, Finland*

*Laila Luoma, Hospital District of Helsinki and Uusimaa, Finland*

Toward More Meaningful Measurement: Exploring Score Calibration

*Mark A. Blais, Massachusetts General Hospital, Boston, MA*

An Update on HERM: The 4-Card Rorschach Inkblot Method

*Edward Rossini, Roosevelt University, Chicago, IL*

**Integrated Paper Session E: The Association Between Family Structure, Development History and Affect Regulation: An Investigation Utilizing the Rorschach Inkblot Method [I/M]** Willow

Chair: *Mark Barnes, Alliant International University, Fresno, CA*

The Relationship Between Family Structure and the Capacity for Interpersonal Relatedness

*Brittany Cunningham, Mark Barnes, Holly Skaff, Valarie Dominguez,*

*Alliant International University, Fresno, CA*

*Erika Eagerton, Sullivan Center for Children, Fresno, CA*

The Internalization and Externalization of Psychological Distress: A Rorschach Analysis

*Holly Skaff, Brittany Cunningham, Valarie Dominguez, Alliant International University, Fresno, CA*

*Erika Eagerton, Sullivan Center for Children, Fresno, CA*

*Mark Barnes, Alliant International University, Fresno, CA*

Developmental History and Processing Capacities on the Rorschach Inkblot Method

*Mark Barnes, Alliant International University, Fresno, CA*

*Erika Eagerton, Sullivan Center for Children, Fresno, CA*

*Valarie Dominguez, Holly Skaff, Brittany Cunningham, Alliant International University*

Affect Regulation and Coping Capabilities in a Clinical Sample: A Comparison of Rorschach Findings to Caregiver Symptom Endorsements

*Brittany Cunningham, Mark Barnes, Alliant International University, Fresno, CA*

*Erika Eagerton, Sullivan Center for Children, Fresno, CA*

*Valarie Dominguez, Holly Skaff, Alliant International University, Fresno, CA*

The Association Between Rorschach Regulation Variables and Impulse Management in Children and Adolescents

*Valarie Dominguez, Holly Skaff, Brittany Cunningham, Mark Barnes, Alliant International University, Fresno, CA*

*Erika Eagerton, Sullivan Center for Children, Fresno, CA*

Discussant: *Kathleen Sullivan, Sullivan Center for Children, Fresno, CA*

**Symposium F: Neurocognitive Testing, Personality Assessment and Psychoanalytic Psychotherapy: Integrative Clinical Illustration (2 CE) [AN]** Golden Gate C3

Chair: *Jed Yalof*

The Case History

*Heather Churchill, Austen Riggs Foundation, Stockbridge, MA*

The Neuropsychological Assessment

*Melinda Kulish, Private Practice & Harvard Medical School, Cambridge, MA*

The Personality Assessment

*Christina Biedermann, Austen Riggs Foundation, Stockbridge, MA*

The Psychotherapy Process

*Heather Churchill, Austen Riggs Foundation, Stockbridge, MA*

A Psychoanalytic Integration

*Jed Yalof, Immaculata University, Immaculata, PA*

**Round Table G: Perks and Perils of a Clinical-Forensic Psychology Practice (2 CE) [FO]** Juniper

Chair: *Corine de Ruiter*

*Anita L. Boss, Private Practice, Alexandria, VA*

*Julie Gallagher, Private Practice, Nashville, TN*

*Giselle Hass, Private Practice, Washington, D.C.*

*Nancy Kaser-Boyd, University of California, Los Angeles, CA*

Integrated Paper Session H: Lives Through Time: Attachment-informed Psychotherapy

Chair: *Carol George*

## Parent-Child Psychotherapy: Intergenerational Transmission of Attachment Trauma?

*Elisa Delvecchio, University of Perugia, Italy**Adriana Lis, University of Padova, Italy**Nedda Papi, School of Psychoanalytic Psychotherapy, Ravenna, Italy**Daniela Di Riso, University of Padova, Italy*

## Attachment and Intimacy: Case Presentation of a Client's Five-Year Journey

*Dale Rudin, Center for Therapeutic Assessment, Austin, TX*

## The Ideal Parent Figure Method for Treating Complex Trauma: Two Case Studies of Attachment Disturbances

*Federico Parra, Paris VIII University, Paris, France**Discussant: Melissa Lehmann, Private Practice, Austin, TX***6:45 pm – 7:45 pm Book Signing****Atrium****6:45 pm – 7:45 pm President's Welcome Reception****Atrium****6:45 pm – 7:45 pm Poster Session I****Atrium***Chair: Robert Archer, Program Chair and President-Elect SPA Board of Trustees*

## Cognitive Variables in the Wechsler Adult Intelligence Scale and the Rorschach: The Effects of Age, Education, and Depression in a Mixed Aged Sample

*Kelly Yu, Yeshiva University, Bronx, NY*

## Does Acculturation Impact the Association Between Interpersonal Problems and Personality Disorders Among Chinese International Students?

*Tianwei V. Du, Leila Z. Wu, Aaron L. Pincus, Pennsylvania State University, University Park, PA*

## Interpersonal Dependency and Therapeutic Outcome: Differential Effects on Psychodynamic, Cognitive, and Pharmacological Interventions

*Fallon Kane, Robert F. Bornstein, Adelphi University, Garden City, NY*

## Not So Ambiguous? Examining Stimulus Effects in the Picture Story Exercise and the Social Cognition and Object Relations Scale – Global Rating Method

*Haley Cobb, Emily O'Gorman, Villanova University, Villanova, PA*

## Construct Validity of the PAI-A Depression Scales

*Maria Rozon, Fairleigh Dickson University, Teaneck, NJ*

## Relative Effects of Big Five Traits and Mindset on Malignant Self-Regard

*Matthew M. Yalch, San Francisco VA Medical Center, San Francisco, CA**Alytia A. Levendosky, Michigan State University, East Lansing, MI*

## Relative Effects of Maladaptive Traits on Hazardous Alcohol Use

*Melissa M. O'Donnell, Matthew M. Yalch, San Francisco VA Medical Center, San Francisco, CA**Christopher J. Hopwood, Michigan State University, East Lansing, MI*

## Utilization, Somatization, and Health Outcomes in Primary Care Patients with Borderline Personality Disorder

*Kbrystyna Melnyk, Samantha Lewis, John Jones, Laura A. Richardson, John Porcerelli, University of Detroit Mercy, Detroit, MI*

## The Relationship Between Personality and College Adjustment: A Multi-Rater Perspective

*Hannah Elliott, Morgan N. McCredie, John E. Kurtz, Villanova University, Villanova, PA*

## Psychometric Properties of the Malignant Self-Regard Questionnaire in Clinical Outpatient Samples

*Rebecca Kitchens, Steven K. Huprich, University of Detroit-Mercy, Detroit, MI**Matthew Macaluso, Lyle Baade, Rosey Zackula, Jennifer Jackson, University of Kansas School of Medicine, Wichita, KS*

## Object Relations in Binge Eating Disorder

*Brandi Fulk, Steven K. Huprich, John Porcerelli, University of Detroit Mercy, Detroit, MI*

## Personality Traits, Happiness and Gratitude Among Older Adults: A Five Factor Model Approach

*Joao Pedro Oliveira, Universidade Lusofona, Lisboa, Portugal*

## The Influence of Personality and Self-Esteem on Internet Addiction

*Joao Pedro Oliveira, Universidade Lusofona, Lisboa, Portugal*

## Somatization and Measures of Relatedness: EMI, SCORS-G, and DDPHQ-10

*Theresa Andare, Maria Christoff, University of Detroit, Mercy, Detroit, MI**Laura A. Richardson, Massachusetts General Hospital & Harvard Medical School, Boston, MA**John Porcerelli, University of Detroit Mercy, Detroit, MI*

## Do Different Object Relations Measures Assess the Same Thing: A Preliminary Investigation

*Rachel Pad, Lindsey Hunt, Steven K. Huprich, University of Detroit, Mercy, Detroit, MI*

## Relations Between MMPI-2-RF Scales and Health Behaviors

*Andrew J. Kremyar, Tayla T. C. Lee, Ball State University, Muncie, IN**William Ajayi, Cleveland VA Medical Center, Cleveland, OH**Lesley Ann Friedhoff, United States Air Force, Navarre, FL**John R. Graham, Kent State University, Kent, OH*

## The Hierarchical Structure of DSM-5 Maladaptive Personality Traits Across Gender

*Lily Assaad, Takakuni Suzuki, Purdue University, West Lafayette, IN**Aidan G. C. Wright, University of Pittsburgh, Pittsburgh, PA**Matthew M. Yalch, San Francisco VA Medical Center, San Francisco, CA**Christopher J. Hopwood, Michigan State University, East Lansing, MI**Douglas B. Samuel, Susan C. South, Katherine M. Thomas, Purdue University, West Lafayette, IN*

## Associations Among the MMPI-2-RF and EDE-Q 6.0

*Katy W. Martin-Fernandez, Ryan J. Marek, Yossef S. Ben-Porath, Kent State University, Kent, OH*

## Preliminary Investigation in to the Validity and Diagnostic Utility of the Stanford Social Motivation Scale

*Lauren Allerband, Emma Salzman, Elizabeth Solomon, Salena Schapp, PGSP-Stanford PsyD Consortium, Palo Alto, CA**Antonio Hardan, Jennifer Phillips, Stanford University Medical Center, Stanford, CA*

## Population Sub-Group Differences Across Clinical and Personality Measures

*Joseph Paul, Duncan Benjamin, Yoav Shimoni, James Choca, Roosevelt University, Chicago, IL*

## Does Personality Pathology Incrementally Predict Pain Perceptions Beyond Overdependence?

*Lindsey M. Hunt, Rachel Pad, Steven Huprich, University of Detroit Mercy, Detroit, MI*

## Methods and Measures Used by Psychological Evaluators: How Profiles of Convicted Murderers Inform the Legal System

*Rachel Malin, Jennifer Guerrero, Anthony Canarelli, Institute of Violence, Abuse and Trauma, San Diego, CA*

*Ginger Burleson, Alliant International University, San Diego, CA*

## Validating the SCORS-G in Non-Clinical Samples

*Liana R. Galtieri, Haley Cobb, Emily O'Gorman, Villanova University, Villanova, PA*

## Do Instructions (CS vs R-PAS) Affect Visual Search Strategies on the Rorschach?

*Barry Dauphin, Harold Greene, Mindee Juve, Mellisa Boyle, Ellen Day, University of Detroit Mercy, Detroit, MI*

## Differences in Visual Search on Repeated Administration of the Rorschach Despite Similar Verbal Responses – a Case Study

*Mellisa Boyle, Mindee S. Juve, Ellen F. Day, Barry Dauphin, Harold Greene, University of Detroit Mercy, Detroit, MI*

## Relations Between MMPI-2-RF Scales and Positive Individual Outcomes

*Jordan Hall, Tayla T. C. Lee, Ball State University, Muncie, IN*

*William Ajayi, Cleveland VA Medical Center, Cleveland, OH*

*Lesley Ann Friedhoff, United States Air Force, Navarre, FL*

*John R. Graham, Kent State University, Kent, OH*

## The Influence of Personality in the Difficult Doctor-Patient Relationship

*John Jones, John Porcerelli, Barry Dauphin, University of Detroit Mercy, Detroit, MI*

## Developing an Inconsistency Scale for the PID-5

*Michael J. Hartmen, Morgan N. McCredie, Zachary C. Baldock, John E. Kurtz, Villanova University, Villanova, PA*

## An Exploration of Deficits in Primary Cognitive Domains Among Patients with Internalizing Disorders

*Seth R. Pitman, Michelle B. Stein, Wei-Jean Chung, Laura A. Richardson, Anne S. Burke, Mark A. Blais, Massachusetts General Hospital & Harvard Medical School, Boston, MA*

## Rorschach Performance Assessment System (R-PAS) in Assessing Psychotic Functioning Among Patients with Schizophrenia in Brazil

*Philippe Gomes Vieira, Universidade Sao Francisco, Sao Paulo, Brazil*

*Donald J. Viglione, Alliant International University, San Diego, CA*

*Anna Elisa de Villemor-Amaral, Fernando Pessotto, Universidade Sao Francisco, Sao Paulo, Brazil*

## The Role of Effortful Control in the Relationship Between Schizotypy in a Non-Clinical Sample and Impairments in Facial Emotion Recognition

*Halle Thurnauer, Long Island University, Brooklyn, NY*

## Learning the Level of Personality Functioning Scale: An Inter-rater Reliability Analysis

*Darren Garcia, Megan Schmidt, Shane Bierma, Rebecca L. Shorter, Rebecca M. Skadberg, Mark H. Waugh, University of Tennessee, Knoxville, TN*

## Personality Traits and Dysfunctional Construal of Online Health Promotion Messages

*Yaeun Lee, Idaho State University, Pocatello, ID*

*John E. Kurtz, Villanova University, Villanova, PA*

## The Use of the Ego-Resiliency Scale (ER89-R) in Measuring Resiliency Among Combat Veterans

*Jazmin Burns, Kailyn Bobb, Samantha Swanson, Maiteng Lor, Sundas Pasha, Matthew Baity, Alliant International University, Sacramento, CA*

## Comparative Validity of R-PAS Complexity Adjusted Standard Score Interpretive Alternatives

*Caterina E. Pasquali, Donald J. Viglione, Alliant International University, San Diego, CA*

*Gregory J. Meyer, University of Toledo*

*Wen-So Su, Kaohsiung Medical University, Taiwan*

*Raeanne Moore, University of California, San Diego, CA*

## The Relationship Between Rorschach Aggression Scales and Perceptions of Primary Objects

*Katherine M. Weber, Jeff Vance, Jabeen Shamji, Sharon Rae Jenkins, University of North Texas, Denton, TX*

## Discriminating Between Self- and Other-Deceptive PRD in Disordered Eating Populations

*Emily Tynne O'Gorman, John E. Kurtz, Villanova University, Villanova, PA*

## Factors Associated with Variability in Forms Quality Interrater Reliability with the Rorschach Performance Assessment System

*Christa N. Call, Donald J. Viglione, Siri Hadland, Ciara Roberts, Alliant International University, San Diego, CA*

## Gender, Object Relations, and Primary Process Affect

*Maria Christoff, Lauren Stuart, Danielle Konja, Brett Adams, Hayley Lotter, Barry Dauphin, University of Detroit Mercy, Detroit, MI*

## Asian-American Rorschach Response Styles Using the R-PAS

*Afshan Ladha, Haiyi Tang, Adelphi University, Garden City, NY*

**8:00 pm**

**SPAGS Social**

**Location: Off Site: PATRIOT HOUSE  
2 Embarcadero Center - Level P  
San Francisco, CA 94111**

**Friday, March 17, 2017**

- 7:00 am – 8:00 am **Proficiency Committee Breakfast** **Pacific E**
- 7:45 am – 5:00 pm **Registration**
- 8:00 am – 5:00 pm **Exhibits Open** **Golden Gate Foyer**
- 8:00 am – 10:00 am **Scientific Sessions (6)**

**Symposium A: Silent Sounds of Psychosis: Assessing Negative Symptoms and Cognitive Impairment (2 CE)** **Golden Gate C1**

Chair: *James H. Kleiger, Private Practice, Bethesda, MD*

Overview of Impoverished Thinking: Clinical Implications of Negative Symptoms & Cognitive Impairment in Psychotic Disorders

*James H. Kleiger, Private Practice, Bethesda, MD*

Clinical Assessment of Negative Symptoms: What to Look for in the Clinical Interview and History

*Ali Khadivi, Bronx Lebanon Hospital Center, Bronx, NY*

Neuropsychological Assessment of Negative Symptoms and Cognitive Impairment in Psychosis

*Jed Yalof, Immaculata University, Immaculata, PA*

What Can the Rorschach Add? What Do We Know and What Do We Need to Find Out?

*Joni Mibura, University of Toledo, Toledo, OH*

Discussant: *James H. Kleiger, Private Practice, Bethesda, MD*

**Integrated Paper Session B: Advances in Rorschach Research 1** **Golden Gate BR B**

Chair: *Gregory J. Meyer, University of Toledo, Toledo, OH*

The Rorschach (R-PAS) in Assessing Relational Impairment in Schizophrenia

*Philipe Gomes Vieira, Anna Elisa de Villemor-Amaral, Universidade Sao Francisco, Sao Paulo, Brazil*  
*Donald J. Viglione, Alliant International University, San Diego, CA*

Assessing Potential Grandiosity and Narcissism with the Rorschach in a Mixed Inpatient and Outpatient Sample

*Larson E. Sholander, Gregory J. Meyer, University of Toledo, Toledo, OH*

Predicting Treatment Process with the Rorschach Inkblot Task: Preliminary Findings

*Emanuela Gritti, Milano-Bicocca University, Milan, Italy*  
*John Stokes, Beth Hart, Stan Royzman, Pace University, New York, NY*  
*Gregory J. Meyer, University of Toledo, Toledo, OH*

Distinguishing Morbid Features of Intrusive Mental Imagery in Trauma and Depression

*Emily A. Meadows, Joni L. Mibura, Gregory J. Meyer, Manali Roy, University of Toledo, Toledo, OH*

Malingering and the Rorschach: Investigating Systematic Differences in Rorschach Responses from Committed Forensic Patients and Normal Subjects Instructed to Fake Insanity

*Andrea B. Kiss, Joni L. Mibura, Gregory J. Meyer, University of Toledo, Toledo, OH*

Personality Profile of Children with Attention Deficit/Hyperactivity Disorder by Using the Rorschach Performance Assessment System (R-PAS)

*Claudia Pignolo, Agata Ando, University of Turin, Turin, Italy*  
*Donald J. Viglione, Alliant International University, San Diego, CA*  
*Alessandro Zennaro, University of Turin, Turin, Italy*  
*Stefania Cristofanelli, Laura Ferro University of Vallie D'Aosta, Aosta, Italy*

**Integrated Paper Session C: Psychopathological Assessment and the Comprehensive System: New Evidence** **Golden Gate C3**

Chair: *Giselle Hass, Private Practice, Washington, D.C.*

Discriminating Neurosis, Psychosis and Bipolar Disorders with the Rorschach CS

*Maria Fiorella Gazala, San Paolo University Hospital, Milano, Italy*  
*Patrick Fontan, Paris West University, Paris, France*  
*Maura De Battista, Rosanna D'Arrezzo, San Paolo University Hospital, Milano, Italy*  
*Daniela Nicodemo, Private Practice, Milan, Italy*

Comparison of Male and Female Psychopaths on Select Self-Perception Rorschach Variables

*Jason M. Smith, FCC Hazelton, Bruceton Mills, WV*  
*Enna E. Taylor, DSH-Salinas, Salinas, CA*

Gender, Sexual Identity and Rorschach Human Responses

*Christian Mormont, Liege University, Belgium*  
*Patrick Fontan, West University, Paris, France*

The Rorschach of Suicidal Patients: A Discriminant Analysis

*Maria Fiorella Gazale, San Paolo University Hospital, Milano, Italy*  
*Patrick Fontan, West University, Paris, France*  
*Rosanna D'Arrezzo, San Paolo University Hospital, Milano, Italy*  
*Daniela Nicodemo, Private Practice, Milan, Italy*  
*Maura De Battista, San Paolo University Hospital, Milano, Italy*

Validity and Utility of the CS Suicide Constellation in Algerian Psychiatric Groups

*Loubab Fergani, University of Bejaia, Algeria*  
*Patrick Fontan, West University, Paris, France*  
*Anne Andronikof, Universite Paris, France*  
*Dalila Samai-Haddadi, University, Algeria*

Discussant: *Giselle Hass, Private Practice, Washington, D.C.*

**Paper Session D: Testing in Diagnosis and Treatment** **Juniper**

Chair: *Sharon M. Nelson, Eastern Michigan University, Ypsilanti, MI*

Preliminary Psychometric Evaluation of the DSM-5 Levels of Functioning Questionnaire in Two Clinical Outpatient Samples

*Sharon M. Nelson, Eastern Michigan University, Ypsilanti, MI*  
*Steven K. Huprich, University of Detroit Mercy, Detroit, MI*  
*Lyle Baade, University of Kansas School of Medicine, Wichita, KS*  
*Barry Dauphin, University of Detroit Mercy, Detroit, MI*

*Jennifer Jackson, Matthew Macaluso, University of Kansas School of Medicine, Wichita, KS*  
*Kevin B. Meehan, Long Island University, Brooklyn, NY*  
*James Sexton, George Washington University, Washington, D.C.*  
*Caleb J. Siefert, University of Michigan, Dearborn, MI*  
*Rosey Zackula, University of Kansas School of Medicine, Wichita, KS*

#### Affect Regulation and Language Difficulties in Adolescents with Somatic Symptoms

*Liat Appel, The Academic College of Tel-Aviv-Yaffo, Tel-Aviv, Israel*  
*Miriam Faust, Bar-Ilan University, Ramat-Gan, Israel*  
*Shira Tibon-Czopp, Goldsmiths University of London, London, UK*  
*Alan Apter, Schneiders Children's Medical Center of Israel, Petach Tikva, Israel*

#### The Role of Premorbid Pathological Personality in Behavioral and Psychiatric Symptoms of Dementia

*Inge Debaet, Gina Rossi, S.P.J. van Alphen, Vrije Universiteit Brussel, Brussels*

#### PID-5 and SNAP Predictors of Non-Suicidal Self-Injury

*Sindes Dawood, Michael N. Hallquist, The Pennsylvania State University, University Park, PA*  
*Hans S. Schroder, Michigan State University, East Lansing, MI*  
*Matthew M. Yalch, San Francisco VA Medical Center, San Francisco, CA*  
*M. Brent Donnellan, Texas A&M University, College Station, TX*  
*Aaron L. Pincus, The Pennsylvania State University, University Park, PA*

#### A Mono-Method Multi-Trait Exploration of the Conners' Adult ADHD Rating Scales

*Wei-Jean Chung, Michelle B. Stein, Laura A. Richardson, Anne S. Burke, Seth R. Pitman, Mark A. Blais, Massachusetts General Hospital/Harvard Medical School, Boston, MA*

#### The Curious Case: Malingering Psychosis, or Something Else . . .

*Joseph Keifer, Virginia M. Brabender, Widener University, Chester, PA*  
*Richard Estell, Capital Health System, Trenton, NJ*

#### Symposium E: Integrating Basic Personality Research and Clinical Assessment (2 CE) [I/M]

Golden Gate C2

Chair: *Christopher J. Hopwood, Michigan State University, East Lansing, MI*

#### Basic Personality Research and Clinical Assessment

*Christopher J. Hopwood, Michigan State University, East Lansing, MI*  
*Wiebke Bleidorn, University of California, Davis, Davis, CA*

#### Integrative Dimensional Models of Personality and Psychopathology for Clinical Assessment

*Robert F. Krueger, University of Minnesota, Minneapolis, MN*

#### Integrating Assessments of Normal and Abnormal Personality: A Cybernetic Perspective

*Colin DeYoung, University of Minnesota, Minneapolis, MN*

#### Using the Structure of Individual Differences to Understand within Person Dynamics

*Katherine M. Thomas, Purdue University, West Lafayette, IN*  
*Christopher J. Hopwood, Michigan State University, East Lansing, MI*

Discussant: *Leonard J. Simms, State University of New York, Buffalo, Buffalo, NY*

#### Round Table F: Assessment Related Career Trajectories: Planning for and Acquiring Post-Doc, Clinical and Academic Positions [T/S]

Willow

Chair: *Emily A. Dowgillo, The Pennsylvania State University, University Park, PA*

#### Assessment Related Career Trajectories: Planning for and Acquiring Post-Doc, Clinical and Academic Positions

*Emily B. Ansell, Syracuse University, Syracuse, NY*  
*Mark A. Blais, Massachusetts General Hospital and Harvard Medical School, Boston, MA*  
*Nicole M. Cain, Long Island University, Brooklyn, NY*  
*A. Jill Clemence, Veterans Health Care System of the Ozarks, Fayetteville, AR*  
*Jacob Finn, Minneapolis Health Care System and University of Minnesota-Twin Cities, Minneapolis, MN*  
*Bruce L. Smith, University of California Berkeley, Berkeley, CA*  
*Matthew M. Yalch, San Francisco VA Medical Center, San Francisco, CA*

10:00 am – 10:15 am Break

10:15 am – 11:15 am Master Lecture I: Paul Lerner Memorial Lecture (1 CE) – *Simine Vazire*

Golden Gate BR B

11:15 am – 12:45 pm Lunch Break

11:30 am – 12:30pm Interest Group Meetings

Collaborative/Therapeutic Assessment [CT]  
 Health Psychology  
 International Interest Group

Golden Gate C2

Golden Gate C1

Golden Gate C3

12:45 pm – 1:45 pm Bruno Klopfer Award (1 CE) – *Leslie Morey*

Golden Gate BR B

1:45 pm – 2:15 pm Exhibitor Break

2:15 pm – 4:15 pm Scientific Sessions (6)

#### Symposium G: Therapeutic Assessment in Different Forensic Settings (2 CE) [FO] [CT]

Golden Gate C1

Chair: *Lionel Chudzik, University of Tours, France*

#### Therapeutic Assessment in a Family Law Context

*Larry Friedberg, Psychological Institutes of Michigan, PC*

#### Unpleasant, Uncomfortable Shoes: The Challenge and Remarkable Effect of Therapeutic Assessment with Serious Offenders

*Mark Hume, California Institution for Men State Prison*

#### Collaborative Assessment with a Family Involved in Juvenile Mental Health Court

*Casey O'Neal, Private Practice, Austin, TX*

#### Why Did I Do That? Understanding a Child Sex Offender Through Therapeutic Assessment

*Lionel Chudzik, University of Tours, France*

Discussant: *Filippo Aschieri, Universita Cattolica del Sacro Cuore, Milano, Italy*

#### Integrated Paper Session H: The Competing and Complementary Aspects of the PDM and DSM: A Pedagogical Inquiry

Golden Gate C2

Chair: *Virginia M. Brabender, Widener University, Chester, PA*

#### Engaging Students Diagnostically

*Virginia M. Brabender, Widener University, Chester, PA*

Elucidating the Diagnostic Aspects of a Sports Concussion Using the PDM and DSM System

*Amelia Lavin, Widener University, Chester, PA*

Using Data from Therapy to Formulate a PDM and PDM in the Case of a Substance Abusing Individual

*Becca Brodoff, Widener University, Chester, PA*

Diagnostic Approaches To Frontotemporal Dementia and It's Emotional Sequellae in an Elderly Man

*Baochan Tran, Widener University, Chester, PA*

Discussant: *Jed Yalof, Immaculata University, Immaculata, PA*

**Integrated Paper Session I: Introduction to Popular Personality Assessment Measures**

**Golden Gate BR B**

Chair: *Leila Z. Wu, The Pennsylvania State University, University Park, PA*

Introduction to the Rorachach Performance Assessment System

*Benjamin A. Berry, University of Toledo, Toledo, OH*

*David P. Marino, Beth Israel Deaconess Medical Center, Harvard Medical School, Boston, MA*

The Origins and Application of the Millon Clinical Multiaxial Inventory-IV (MCMI-IV)

*Gesa Kohlmeier, Neil Bockian, Adler University, Chicago, IL*

Introduction to MMPI-2-RF

*Katy W. Martin-Fernandez, Yossef S. Ben-Porath, Kent State University, Kent, OH*

An Introduction to the PAI

*Evan W. Good, Michigan State University, East Lansing, MI*

Interpersonal Assessment in Clinical Practices and Research

*Sindes Dawood, The Pennsylvania State University, University Park, PA*

Discussant: *Robert F. Bornstein, Adelphi University, Garden City, NY*

**Paper Session J: Forensic Applications of Testing [FO]**

**Golden Gate C3**

Chair: *Donald J. Viglione, Alliant International University, San Diego, CA*

CHaD Empirical Date with Indonesian Terrorists

*Roseline Davido, Persada Indonesia University, Jakarta, Indonesia*

Cross-Cultural Applicability of the Inventory of Problems-29 (IOP-29) in the Detection of Feigned Psychopathology

*Luciano Giromini, Claudia Pignolo, Agata Ando, Alessandro Zennaro, University of Turin, Turin, Italy*

Students Feigning DSM-V Post Traumatic Stress Disorder: Sensitivity and Success with the PAI, MMPI-RF and IOP-29

*Donald J. Viglione, Ronald Stolberg, Alliant International University, San Diego, CA*

*Luciano Giromini, University of Turin, Turin, Italy*

*Joseph M. McCullough, Lauren Golden, Kaila Smith, Alliant International University, San Diego, CA*

Use of the PAI with an NGRI Population

*Elizabeth Wheeler, Carla Galusha, Central State Hospital, Petersburg, VA*

*Lindsay Ingram, Oregon State Hospital*

Screening FAA Air Traffic Control Specialist Applicants for Psychopathology, Tier 1

*Ray King, Chris Front, Hope Wright, Federal Aviation Administration, Washington D.C.*

Assessing FAA Air Traffic Control Specialist Applicants for Psychopathology, Tier 2

*Chris Front, Ray King, Hope Wright, Federal Aviation Administration, Washington, D.C.*

**Symposium K: Is There Still Room for Projection in the Rorschach? (2 CE)**

**Juniper**

Chair: *Piero Porcelli, IRCCS De Bellis Hospital, Bari, Italy*

Herman Rorschach Meets Donald Winnicott and John Bowlby at the SPA: Reality and Fantasy in Dissociative Syndromes

*Shira Tibon-Czopp, Goldsmiths, University of London, London, UK*

Projection and the Assessment of Disordered Thinking

*James H. Kleiger, Private Practice Bethesda, MD*

The First Amendment and the Rorschach: Projection vs. Elaboration

*Ronald J. Ganellen, Northwestern Feinberg School of Medicine, Chicago, IL*

The Rorschach Test at the Crossroad Between Qualitative and Quantitative Research: The Case of M Responses

*Piero Porcelli, IRCCS De Bellis Hospital, Bari, Italy*

Discussant: *Irving Weiner, University of South Florida, Tampa, FL*

**Symposium L: Personality Dynamics Over Time from Four Distinct Quantitative Approaches (2 CE)**

**Willow**

Chair: *Emily A. Dowgillo, The Pennsylvania State University, University Park, PA*

Uncovering Personality Dynamic Using Ecological Momentary Assessment

*Michael J. Roche, Pennsylvania State Altoona, Altoona, PA*

Modeling Within-Subject Variance in Daily Diary Data Using Mixed-Effects Location Scale Models

*Johannes Zimmermann, Psychologische Hochschule, Berlin*

Mapping the Idiographic Dynamics of Behavior with Network Models

*Aaron J. Fisher, Jonathan W. Reeves, University of California Berkeley, Berkeley, CA*

*Julian A. Rubel, University of Trier*

It Takes Two: Revealing Ebbs and Flows, Rhythms and Entrainments as People Interact

*Pamela Sadler, Kelly McDonald, Wilfrid Laurier University, Waterloo, ON*

*Erik Woody, University of Waterloo, Waterloo, ON*

Discussant: *Pamela Sadler, Wilfrid Laurier University, Waterloo, ON*

**4:30 pm – 5:30 pm**

**Hertz Presentation in memory of Leonard Handler (1 CE)**

**Golden Gate BR B**

**Presenters:**

*A. Jill Clemence, Veterans Health Care System of the Ozarks, Fayetteville, AR*

*Stephen E. Finn, Center for Therapeutic Assessment, Austin, TX*

*Justin Smith, Northwestern University, Chicago IL*

*Barbara Handler, Knoxville, TN*

Saturday, March 18, 2017

7:00 am – 8:00 am Exchange Editorial Board Breakfast

7:45 am – 5:00 pm Registration

8:00 am – 3:00 pm Exhibits Open

8:00 am – 10:00 am Scientific Sessions (6)

**Symposium A: Creativity and Personality: Psychological Assessment of Truman Capote (2 CE)** Golden Gate C1

Chair: *Bruce L. Smith, University of California, Berkeley, Berkeley, CA*

Truman Capote: History and Emotional Functioning

*Bruce L. Smith, University of California, Berkeley, Berkeley, CA*

Thought Processes and Creativity

*James H. Kleiger, Private Practice, Bethesda, MD*

Interpersonal Functioning and Creativity

*F. Barton Evans, East Tennessee University School of Medicine, Johnson City, TN*

Capote's Personality and Writing

*Howard Lerner, University of Michigan, Ann Arbor, MI*

Discussant: *Bruce L. Smith, University of California, Berkeley, Berkeley, CA*

**Integrated Paper Session B: Evaluating and Expanding the Methods of Personality Assessment Practice and Research** Golden Gate C3

Chair: *Leonard J. Simms, University of Buffalo, Buffalo, NY*

Does the Number of Response Options Matter? Psychometric Perspectives Using Personality Questionnaire Data

*Leonard J. Simms, University of Buffalo, Buffalo, NY*

Agreement and Reciprocal Validity of Therapists' and Clients' Personality Disorder Ratings

*Douglas B. Samuel, Purdue University, West Lafayette, IN*

Using Social-Cognitive Tasks to Assess Pathological Personality Traits

*Trevor Williams, Leonard J. Simms, University of Buffalo, Buffalo, NY*

Using Nomological Network Analyses to Compare Alternative Measures of Impulsogenic Traits

*Sarah A. Griffin, Donald Lynam, Douglas B. Samuel, Purdue University, West Lafayette, IN*

Discussant: *Martin Sellbom, University of Otago, New Zealand*

**Paper Session C: Assessment of Personality Disorders** Juniper

Chair: *Abby L. Mulay, Long Island University, Brooklyn, NY*

The Development of a New Set of MMPI-2 Personality Syndrome Scales

*Abby L. Mulay, Long Island University, Brooklyn, NY*

Should We Consider Differential Patterns of Self and Interpersonal Functioning During Personality Assessment? How Criterion A of the Alternative DSM-5 model for Personality Disorders Could Enhance Classification and Diagnosis

*Adam P. Natoli, Robert F. Bornstein, Adelphi University, Garden City, NY*

Understanding Urgency in Borderline Personality Disorder: Disinhibition or Impulsive Emotion Regulation?

*Amy Paggeot, Thomas Waltz, Eastern Michigan University, Ypsilanti, MI*

Operationalizing the Psychodynamic Diagnostic Manual-2 with the Psychodiagnostic Chart 2

*Robert M. Gorgon, Independent Practice, Allentown, PA*

Evidence of the Etiological Role of Peritraumatic Dissociation in Borderline Personality Disorder

*Brandon L. Gray, Haley N. Schwenk, Sara E. Lowmaster, University of South Dakota, Vermillion, SD*

Shame as a Dynamic in Pathological Dependency

*Crista Maracic, Adelphi University, Garden City, NY*

**Symposium D: Assessment Without Walls: Understanding the Intersection of Complex Trauma, Community-Based Testing, and Supervision (2 CE) [T/S]** Willow

Chair: *Jessica Lipkind, WestCoast Children's Clinic, Oakland, CA*

What Is Enough? Assessment Supervision of Complex Trauma in Children and Families

*Julia Moon Bradley, WestCoast Children's Clinic, Oakland, CA*

Giving the Environment the Rorschach: A Case Presentation of an 11 Year Old African-American Girl

*Rebecca Gitenstein, WestCoast Children's Clinic, Oakland, CA*

Testing the Untestable: Assessing Hard to Reach Youth in the Community

*Jonathan Fishman, WestCoast Children's Clinic, Oakland, CA*

Parallel Dynamic in Supervision and Assessment of Sexually Exploited Youth

*Jessica Lipkind, WestCoast Children's Clinic, Oakland, CA*

Discussant: *Philip Erdberg, UCSE, San Francisco, CA*

**Symposium E: A Collaborative Model For Educating Psychological Assessors: The Wright Experience (2 CE) [T/S]** Golden Gate C2

Chair: *Dale M. Siperstein, The Wright Institute, Berkeley, CA*

A Collaborative Model for Educating Psychological Assessors: The Wright Experience

*Dale M. Siperstein, Barbara Peterson, Andrew Pojman, Dale Watson, Philip Keddy, The Wright Institute, Berkeley, CA*

**Integrated Paper Session F: Advances in Rorschach Research 2**

Golden Gate BR B

Chair: *Gregory J. Meyer, University of Toledo, Toledo, OH*

## Judgment of Fit and Revisions of Previous Procedures to Improve R-PAS Form Quality Scoring

*Donald J. Viglione, Alliant International University, San Diego, CA**Gregory J. Meyer, Joni L. Mibura, University of Toledo, Toledo, OH**Robert E. Erard, Psychological Institutes of Michigan PC, Franklin, MI**Philip Erdberg, UC-SF School of Medicine, San Francisco, CA**Luciano Giromini, University of Turin, Turin, Italy*

## Further Advances in Understanding the Typicality of Locations Used in Rorschach's Inkblots

*Benjamin A. Berry, Gregory J. Meyer, University of Toledo, Toledo, OH*

## Study of 'Behavior' with the Rorschach and the MMPI: 1950-2016

*Manali Roy, Joni L. Mibura, Emily A. Meadows, University of Toledo, Toledo, OH*

## The Impact of Receiving R-Optimized versus CS Administration on R-PAS Variables: Findings Across Four Studies

*Abufazel Hosseini Nasab, Allemeb Tabatabaei University, Tehran, Iran**Gregory J. Meyer, University of Toledo, Toledo, OH**Donald J. Viglione, Alliant International University, San Diego, CA*10:15 am – 12:15 pm **Scientific Sessions (6)****Symposium G: Story Works: Client Change in C/TA Through Imagination and Visualization in Stories, Drawings and Games/Apps (2 CE) [CT]**

Golden Gate C2

Chair: *Diane H. Engelman, Center for Collaborative Psychology, Psychiatry, and Medicine, Kentfield, CA*

## "I Love FABCOMS!" Facilitating Change in Real Life by Visualizing Change in Metaphor

*Diane H. Engelman, JB Allyn, Center for Collaborative Psychology, Psychiatry, and Medicine, Kentfield, CA*

## The Creative Value of Psychological Distance in Enabling Life Change

*Judith Armstrong, University of Southern California, Los Angeles, CA*

## The Utility of Therapeutic Assessment Style Fables During the Termination Stage of Psychotherapy

*Chelsea Spiro, MindSights Psychological Testing and Assessment Services, Portland, OR*

## Taming Anxiety Through Being Understood: The Power of TA and the Therapeutic Story

*Deborah J. Tharinger, University of Texas, Austin, TX*

## The Fantasy Animal that Dropped out of Paradise

*Heikki Toivakka, Private Practice, Tampere, Finland*Discussant: *Filippo Aschieri, Universita Cattolica del Sacro Cuore, European Center for Therapeutic Assessment, Milano, Italy***Symposium H: Obstacles and Opportunities for Therapeutic Assessment (2 CE) [CT]**

Golden Gate C1

Chair: *Hale Martin, University of Denver, Denver, CO*

## Developing Therapeutic Assessment in Private Practice

*Erin Jacklin, Joey Tadie, The Catalyst Center, Denver, CO*

## Implementing Therapeutic Assessment in Rural America

*Sara Boilen, Sweetgrass Psychological Services, Whitefish, MT*

## Therapeutic Assessment in the Forensic Arena

*Mahlet Tekeste, Napa State Hospital, Napa, CA*

## Therapeutic Assessment with our Youngest Patients, Complements and Challenges

*Natalie Gart, Rocky Mountain Health Centers Pediatrics, Denver, CO*

## Therapeutic Assessment in Behavioral Health: Challenges and Rewards

*Vanessa Zimmerman, Sharp HealthCare, San Diego, CA*Discussant: *Hale Martin, University of Denver, Denver, CO***Integrated Paper Session I: Symbolic Play Assessment: New Clinical and Research Frontiers [CA]**

Willow

Chair: *Adriana Lis, University of Padova, Padova, Italy*

## Predictive Power of Affect in Play Scale

*Alexis Lee, Sandra Russ, Case Western Reserve University, Cleveland, OH*

## Validation of the APS-P-Brief Version in Italian Children and Application in Children with Neoplasia

*Elisa Delvecchio, University of Perugia, Perugia, Italy**Adriana Lis, University of Padova, Padova, Italy**Claudia Mazzeschi, University of Perugia, Perugia, Italy**Daniela Di Riso, University of Padova, Padova, Italy*

## Affect in Play Scale: Brief Rating Version with U.S. Sample

*Sandra Russ, Alexis Lee, Case Western Reserve University, Cleveland, OH*Discussant: *Sandra Russ, Case Western Reserve University, Cleveland, OH***Symposium J: Assessing Psychopathology: Meaningful Interpretation of Empirical Data (2 CE)**

Golden Gate C3

Chair: *Lily Rothschild Yaker, University of Haifa, Israel*

## Some Guiding Principles of Theoretical Interpretation

*Steven K. Huprich, University of Detroit Mercy, Detroit, MI*

Man Does Not Live by Scores Alone: Object Relations Theory and Rorschach Empirical Findings  
*Bruce L. Smith, University of California, Berkeley, CA*

Building Conceptual and Theoretical Bridges: Broadening the Meaning of Rorschach Thought Disorder Scores  
*James Kleiger, Private Practice, Bethesda, MD*

Minding the Norms: Mentalization as a Framework for Interpreting Assessment Data in the Clinical Setting  
*Lily Rothschild Yaker, University of Haifa, Israel*

Discussant: *Irving Weiner, University of South Florida, Tampa, FL*

**Symposium K: Case Studies in Forensic Assessment in Immigration Court (2 CE)** Golden Gate BR B  
Chair: *F. Barton Evans, East Tennessee State University, School of Medicine, Johnson City, TN*

Challenges and Resilience in a Case of an Unaccompanied Minor Refugee  
*Giselle Hass, Private Practice, Washington D.C.*

Violence Against Women Act Immigration Court Assessment of a Male Immigrant  
*Ray Kamoo, Private Practice, Bingham Farms, MI*

You Mean You Can't Help Me?: Lessons from Learning Forensic Assessment for Immigration Court  
*Elizabeth Wheeler, Central State Hospital, Petersburg, VA*

Still an Offender After All These Years?: Forensic Assessment in Adam Walsh Act Immigration Court  
*F. Barton Evans, East Tennessee State University, School of Medicine, Johnson City, TN*

Discussant: *Ali Khadivi, Bronx Lebanon Hospital, Bronx, NY*

**Paper Session L: MMPI Assessment** Juniper  
Chair: *Kevin Bolinskey, Indiana State University, Terre Haute, IN*

Assessing Substance Use: Comparing the MMPI-2 and the MMPI-2-RF  
*Kathleen Trotta, Linda Baum, Regent University, Virginia Beach, VA*

Does the MMPI-2 Masculine-Feminine Pathology Scale Account for Gender-Related Symptom Expression Among Outpatients?  
*Priyanka M. Parikh, Radhika Krishnamurthy, Florida Institute of Technology, Melbourne, FL*

Utility of the MMPI-A-RF with Adolescents with Educational Difficulties  
*Linda J. Baum, Trevor M. Wolterstorff, Regent University, Virginia Beach, VA*

External Test Correlates of MMPI-2-RF Scores for Asian Indian College Students  
*Saloni Taneja, Radhika Krishnamurthy, Florida Institute of Technology, Melbourne, FL*

Reliability of the MMPI-2-RF Within a College Sample  
*Kaitlin Arnold, Yelena Gonzalez, Elizabeth Smith, Janice Guidi, Audra Biermann, Jennifer Keane, Kevin Bolinskey, Indiana State University, Terre Haute, IN*

Construct Validity of the MMPI-2-RF for Assessment Cluster A Personality Disorders  
*Yelena Gonzalez, Kaitlin Arnold, Elizabeth Smith, Janice Guidi, Audra Biermann, Jennifer Keane, Kevin Bolinskey, Indiana State University, Terre Haute, IN*

**12:15 pm – 1:45 pm Lunch Break**

**12:30 pm – 1:30 pm SPAGS Diversity and Student Lunch Pacific J**

**12:30 pm – 1:30 pm Interest Group Meetings**  
Forensic [FO] Golden Gate C2  
Psychoanalytic Assessment [AN] Golden Gate C2  
Teaching/Training Personality Assessment [T/S] Golden Gate C3

**1:45 pm – 3:45 pm Scientific Sessions (6)**

**Symposium M: New Developments in the Study of Defense Mechanisms (2 CE)** Juniper  
Chair: *John Porcerelli, University of Detroit Mercy, Detroit, MI*

TAT Card Pull Influences Defense Mechanism Scores  
*Phebe Cramer, Williams College, Williamstown, MA*

Defense Mechanisms, Child Abuse, and Intimate Partner Violence in Urban Women  
*Ray Kamoo, Private Practice, Bingham Farms, MI*  
*John Porcerelli, University of Detroit Mercy, Detroit, MI*

Stability of Defense Mechanisms from Pregnancy to 2-Years Post Pregnancy  
*John Porcerelli, University of Detroit Mercy, Detroit, MI*  
*Laura A. Richardson, Massachusetts General Hospital & Harvard Medical School, Boston, MA*  
Discussant: *Phebe Cramer, Williams College, Williamstown, MA*

**Symposium N: Collaborative/Therapeutic Assessment Approaches with Transgender Individuals and Their Families (2 CE) [CT]** Golden Gate C3  
Chair: *Diane H. Engelman, Center for Collaborative Psychology, Psychiatry and Medicine, Sonoma, CA*

She to He: Ongoing Therapeutic Assessment Dialogue with a Transgender Electrician and Family  
*Diane H. Engelman, Center for Collaborative Psychology, Psychiatry and Medicine, Sonoma, CA*

Declining to Endorse Medical Interventions for Gender Dysphoria: A Perspective from Therapeutic Assessment  
*Stephen E. Finn, Center for Therapeutic Assessment, Austin, TX*

Reducing Shame by Articulating a Question  
*Dale Rudin, Center for Therapeutic Assessment, Austin, TX*

Is She Just Afraid to be Female? Using Collaborative Assessment to Help Parents Understand Their Transgender Child  
*Pamela Schaber, Center for Therapeutic Assessment & Therapeutic Assessment Institute, Austin, TX*

Lost in the Clouds or the Girl in the Flying Car? Collaborative/Therapeutic Assessment of a College-Age MTF Transgender Individual  
*Tracy R. Zemansky, Private Practice*

Discussant: *Philip Erdberg, University of California, San Francisco, CA*

**Integrated Paper Session O: Biological Research with the Rorschach** Golden Gate BR B

Chair: *Donald J. Viglione, Alliant International University, San Diego, CA*

Investigating the Relationship of R-PAS Stress and Distress Variables to Electrodermal Reactivity to Stress

*Luciano Gironomini, Agata Ando', Rosalba Morese, Adriana Salatino, Marzia Di Girolamo, University of Turin, Turin, Italy*

*Donald J. Viglione, Alliant International University, San Diego, CA*

*Alessandro Zennaro, University of Turin, Turin, Italy*

Comparison of R-PAS Stress and Distress Scores of Obese Patients with Different Genetic Makeup: A Pilot Study

*Emanuela Brusadelli, University of Milano-Bicocca, Milan, Italy*

*Franco Del Corno, Association for Research in Clinical Psychology, Milan, Italy*

*Tullio Giralddi, University of Trieste, Italy*

*Alessandra Tomasich, Alessia Romanazzi, Rhodense Hospital, Garbagnate Milanese, Milan, Italy*

*Giuseppe Toffoli, National Cancer Institute, Aviano, Pordenone, Italy*

*Masa Jovic, Association for Research in Clinical Psychology, Milan, Italy*

*Erika Cecchin, National Cancer Institute, Aviano, Pordenone, Italy*

*Francesca Ales, Luciano Giromini, University of Turin, Turin, Italy*

Effects of rTMS on Rorschach Human Movement Responses and EEG Mu Suppression

*Agata Ando', Alessandro Zennaro, Luciano Giromini, University of Turin, Turin, Italy*

*Gregory Sogboyan, University of California, San Diego, CA*

*Qun Yang, Fourth Military Medical University, Xi'an*

*Jaime A. Pineda, University of California, San Diego, CA*

Contributions of the Rorschach for Assessing Hostility to Predict Cardiovascular Disease

*Gregory J. Meyer, University of Toledo, Toledo, OH*

*Nicholas J. Katko, Brooke Army Medical Center, San Antonio, TX*

*Joni L. Mibura, University of Toledo, Toledo, OH*

*Michael J. Klag, Lucy A. Meoni, Johns Hopkins Bloomberg School of Public Health*

A Report on Published Rorschach Research with Biological Correlates

*Maira S. Colombarolli, University of Sao Paulo, Brazil*

*Luciano Giromini, University of Turin, Turin, Italy*

*Robert Schug, California State University, Long Beach, CA*

*Samantha Scott, Alliant International University, San Diego, CA*

*Esther Kim, California State University, Long Beach, CA*

*Donald J. Viglione, Alliant International University, San Diego, CA*

**Symposium P: Predicting and Preventing Violent Attacks (2 CE)**

Golden Gate C2

Chair: *Ronald J. Ganellen, Northwestern Feinberg School of Medicine, Chicago, IL*

What Drives Suicide Bombers and Other Terrorists?

*Adam Lankford, University of Alabama, Birmingham, AL*

Predicting Violent Attacks: A Cautionary Tale

*Robert Archer, Bay Forensic Psychology Associates, Norfolk, VA*

The Trajectory of Violent Extremism

*Terri D. Patterson, National Center for the Analysis of Violent Crime*

Psychological Risk Factors for Violent Behavior

*Nancy Kaser-Boyd, Geffen School of Medicine at UCLA*

**Symposium Q: Case Studies in Forensic Assessment in Immigration Court (2 CE) [FO]**

Golden Gate C1

Chair: *F. Barton Evans, East Tennessee State University, School of Medicine, Johnson City, TN*

Clinical Psychology and Assessment: Can This Marriage Be Saved?

*Bruce L. Smith, University of California, Berkeley, Berkeley, CA*

Expectations for Internship Training: Where Are We Now?

*A. Jill Clemence, Veterans Health Care System of the Ozarks, Fayetteville, AR*

Proficiency in Personality Assessment: A New Standard in Assessment Training?

*Hadas Pade, Alliant International University, San Francisco, CA*

Discussant: *Christopher Hopwood, Michigan State University, East Lansing, MI*

**Integrated Paper Session R: The Role of Personality Assessment in Consulting to Organizations**

Willow

Chair: *Hal Shorey, Widener University, Chester, PA*

Using Emotional Intelligence and Attachment Style Measures as Personality Indicators for Coaching Leaders

*Hal Shorey, Widener University, Chester, PA*

The Hogan Development Survey and the Dark Side of Personality in Organizations

*Alarico Barabino, Widener University, Chester, PA*

An OCEAN of Possibilities: Common Personality Measures Used in Organizational Development and Selection

*Jennifer Fetterman, Widener University, Chester, PA*

Fit for Work Performance via Personalized Personality Assessment: How to Use Personality Assessments for Selection

*Marc Prine, Taylor Strategy Partners, Philadelphia, PA*

Discussant: *Hal Shorey, Widener University, Chester, PA*

4:00 pm – 6:00 pm Scientific Sessions (6)

**Symposium S: Elucidating the Validity and Utility of the MMPI-2-RF in Measuring Externalizing Psychopathology (2 CE)**

Juniper

Chair: *Martin Sellbom, University of Otago, New Zealand*

Elaborating on the Structure of MMPI-2-RF Externalizing and Hypomania Scales  
*Martin Sellbom, University of Otago, New Zealand*

Differentiating Borderline and Antisocial Personality Disorders in Forensic Settings Using the MMPI-2-RF

*Jaime L. Anderson, Sam Houston State University, Huntsville, TX*  
*Danielle L. Burchett, California State University, Monterey Bay, CA*  
*David M. Glassmire, Patton State Hospital, Patton, CA*  
*Wineke J. Smid, Forensic Care Specialists, Utrecht, The Netherlands*  
*Jan H. Kamphuis, University of Amsterdam, Amsterdam, The Netherlands*

Examining Various Operationalizations of Psychopathy with the MMPI-2-RF  
*Dustin B. Wygant, Eastern Kentucky University, Richmond, KY*

Implications of Underreporting for MMPI-2-RF Externalizing Predictions  
*Yossef S. Ben-Porath, Kent State University, Kent, OH*

Discussant: *R. Michael Bagby, University of Toronto, Toronto, Ontario*

**Integrated Paper Session T: More Than a Story: Applying Narrative-Based Research to Personality Assessment**

Willow

Chair: *Caleb J. Siefert, University of Michigan-Dearborn, Dearborn, MI*

Self-Defining Memories and Personality Assessment: Initial Construct Validity for the Talking About Life Events Task  
*Caleb J. Siefert, University of Michigan-Dearborn, Dearborn, MI*

Ask a Good Question, Get a Useful Answer: Memory Prompt Affects the Utility of Self-Defining Memory Ratings for Aiding in the Assessment of Psychopathic Traits  
*Danielle Funke, Caleb J. Siefert, University of Michigan-Dearborn, Dearborn, MI*

Toward a Brief Multimethod Assessment of Object Relations Using the SCORS-G and ECR Mediating Effects of Object Relations in the Pathway Between Abuse History, Adult Psychopathology, and Features of Personality  
*Laura A. Richardson, Massachusetts General Hospital & Harvard Medical School, Boston, MA*

Mediating Effects of Object Relations in the Pathway Between Abuse History, Adult Psychopathology, and Features of Personality  
*Anne S. Burke, Michelle B. Stein, Wei-Jean Chung, Laura A. Richardson, Seth R. Pitman, Mark A. Blais, Massachusetts General Hospital & Harvard Medical School, Boston, MA*

Using the SCORS-G as a Conceptual Framework in the Initial Patient Encounter  
*Michelle B. Stein, Massachusetts General Hospital & Harvard Medical School, Boston, MA*  
*Jenelle Slavin-Mulford, Augusta University, Augusta, GA*  
*Wei-Jean Chung, Laura A. Richardson, Anne S. Burke, Seth R. Pitman, Mark A. Blais, Massachusetts General Hospital & Harvard Medical School, Boston, MA*

Changes in Object Relations and Personality Pathology: A Case of Schizoid Personality Disorder Using the SCORS-G as a Conceptual Framework in the Initial Patient Encounter  
*John Porcerelli, University of Detroit-Mercy, Detroit, MI*

Discussant: *John Porcerelli, University of Detroit-Mercy, Detroit, MI*

**Integrated Paper Session U: The Assessment of Interpersonal Dynamics** Golden Gate C1

Chair: *Christopher J. Hopwood, Michigan State University, East Lansing, MI*

A Multi-Surface Circumplex Assessment of Suicidal Behavior in Individuals with Borderline Personality Pathology

*Nicole M. Cain, Long Island University, Brooklyn, NY*  
*Katie C. Lewis, The Austen Riggs Center, Stockbridge, MA*  
*Kevin B. Meehan, Long Island University, Brooklyn, NY*

Differential Correlates of Interpersonal Problems and Interpersonal Sensitivities  
*Evan W. Good, Christopher J. Hopwood, Michigan State University, East Lansing, MI*

Dynamic Longitudinal Relations Between Binge Eating Symptoms, General Interpersonal Distress and Interpersonal Styles in Women in Treatment for Binge Eating Disorder  
*Xiaochen Luo, Christopher J. Hopwood, Amy K. Nuttall, Michigan State University, East Lansing, MI*  
*Kenneth D. Locke, University of Idaho, Moscow, ID*

Interpersonal Bothers and Mental Health  
*Michael J. Roche, The Pennsylvania State University, Altoona, Altoona, PA*

Specific Assessment of Interpersonal Dynamics  
*Emily A. Dongvillo, Peter C. M. Molenaar, Aaron L. Pincus, Kenneth N. Levy, Stephen J. Wilson, The Pennsylvania State University, State College, PA*

**Symposium V: Ethics in Forensic Psychology: Beyond Health Services Psychology (2 CE)** Golden Gate C3

Chair: *Anita L. Boss, Independent Practice, Alexandria, VA*

Applying Ethical Principles to Dilemmas in Forensic Psychology  
*Lisa Drago Piechowski, American School of Professional Psychology at Argosy University Washington D.C.*

Ethical Challenges in Atkins vs Virginia and Related Cases  
*Ginger C. Calloway, Independent Practice, Raleigh, NC*

Clinical, Forensic and Ethical Issues in Indirect Personality Assessment  
*Marvin W. Acklin, Independent Practice, Honolulu, HI*

The Ethics of Consulting to Police and Evaluating Confessions  
*Anita L. Boss, Independent Practice, Alexandria, VA*

**Symposium W: When Empathy Isn't Soft and Gentle: Adversarial Transference in Therapeutic Assessment (2 CE) [AN] [CT]** Golden Gate BR B

Chair: *Stephen E. Finn, Center for Therapeutic Assessment, Austin, TX*

'I Said No!': Adversarial Transference, Passive-to-Active Tests, and Limit-Setting in Therapeutic Assessment

*Stephen E. Finn, Center for Therapeutic Assessment, Austin, TX*

Mirror, Mirror on the Wall, I'm the Sickest of Them All!

*Hilde De Saeger, The Viersprong Instituut, Bergen op Zoom, The Netherlands*

Making Unbearable Feedback Bearable

*Barbara Mercer, West Coast Children's Clinic, Oakland, CA*

Digging a Hole and Burying Yourself Together in Therapeutic Assessment

*Noriko Nakamura, Asian-Pacific Center for Therapeutic Assessment, Tokyo, Japan*

If Only I Had Said 'No'

*Filippo Aschieri, Catholic University of Milan, Italy*

Discussant: *Philip Erdberg, Private Practice, San Francisco, CA*

**Round Table X: Faulty Assumptions with Serious Ramifications: Golden Gate C2**  
**The (Mis)conceptualization of "Integrated Assessment" in Professional Psychology [I/M]**

Chair: *Steven K. Huprich, University of Detroit Mercy, Detroit, MI*

Faulty Assumptions with Serious Ramifications: The (Mis)conceptualization of "Integrated Assessment" in Professional Psychology

*Steven K. Huprich, University of Detroit Mercy, Detroit, MI*

*Gregory J. Meyer, Joni L. Mibura, University of Toledo, Toledo, OH*

*Justin D. Smith, Northwestern University, Chicago, IL*

**6:00 pm – 7:00 pm Farewell Reception**

**Atrium**

**6:00 pm – 7:00 pm Poster Session II**

**Atrium**

Chair: *Chair: Robert Archer, Program Chair and President-Elect SPA Board of Trustees*

The Moderating Role of Personality Functioning in Multimethod Assessment of Interpersonal Dependency: Evaluating Implicit-Self Attributed Test Score Discontinuity

*Adam P. Natoli, Robert F. Bornstein, Adelphi University, Garden City, NY*

An Examination of Personality Profiles of Hypertensive State Prison Inmates Utilizing the Personality Assessment Inventory and Rorschach Performance Assessment System

*Rain Smith, Western State Hospital, Hopkinsville, KY*

*Stephen Berger, American School of Professional Psychology, Orange County, CA*

*Mark Hume, Chino Institution for Men, Chino, CA*

Team-Based Assessment and Parallel Process as a Source of Examinee Data

*Ari S. Pizer, Virginia, M. Brabender, Widener University, Chester, PA*

An Analysis of the MMPI-2 Profiles of Individuals with Sexual Addictions Seeking Outpatient Treatment

*Alexandra Chiulli, James Madero, Ronald Stolberg, Taryn A. Beard, Julie Boutros, Sabiba Chandhok, CSPP at Alliant University, San Diego, CA*

Cross-Cultural Equivalence of the MMPI-2-RF: A Comparison Between an Israeli and an American Normal Sample

*Haim Shemer, Ronald Stolberg, Lauren Golden, Alliant International University, San Diego, CA*

An Examination of the Classification Types and MMPI-2 Characteristics of Serial Murderers

*Jessica D. Romo, Ronald Stolberg, Julie Boutros, Sabiba Chandhok, Taryn A. Beard, CSPP at Alliant International University, San Diego, CA*

Examination of Multiple Studies of the Comparison of the MMPI-2-RF Profiles of Asian Indian University Students in California and in India

*Ronald Stolberg, Sabiba Chandhok, Jill Sorathia, Gagandeep Bhasin, Taryn A. Beard, Julie Boutros, CSPP at Alliant International University, San Diego, CA*

A Scale for Assessing Interpersonal Goal Conflict

*Jacob S. Gray, Daniel J. Ozer, University of California, Riverside, Riverside, CA*

Egyptians and the MMPI-2-RF

*Nadin Rizk, Ronald Stolberg, CSPP at Alliant International University, San Diego, CA*

Examining Emotional Development in Adolescents with ADHD Using the Rorschach Inkblot Test

*Lauren Lerza, Howard Friedman, The Wright Institute, Berkeley, CA*

Examining the Concurrent and Discriminant Validity of the Beck Youth Inventories

*Jessica Tasca, Fairleigh Dickinson University, Teaneck, NJ*

*David L. Pogge, Four Winds Hospital, Katonah, NY*

*John Stokes, Pace University, New York, NY*

Development and Validation of an Over-Reporting Scale for the Personality Inventory for DSM-5 (PID-5)

*Sonya Dhillon, University of Toronto, Toronto, Canada*

*Martin Sellbom, University of Otago, Dunedin, New Zealand*

*R. Michael Bagby, University of Toronto, Toronto, Canada*

Personality Correlates of Anorexia Nervosa as Assessed by the PAI

*Jaclyn Siegel, John E. Kurtz, Villanova University, Villanova, PA*

Should I Stay or Should I Go?: Examining the Psychometric Adequacy and Construct Validity of the Inventory of Interpersonal Ambivalence

*Caleb J. Siefert, Saja Almusawi, University of Michigan-Dearborn, Dearborn, MI*

Collaboration in University Courses: The Role of Interpersonal Style and Personality

*Helena J. M. Pennings, Utrecht University, The Netherlands*

Reliability and Validity of the Emotional Instability Scale

*Ellyn Bass, University of Nebraska Omaha, Omaha, NE*

*William M. Reynolds, Humboldt State University, Arcata, CA*

Relationship-Based Attachment and Affective Personality Patterns

*Maria Christoff, Mary Katherine Burnett, Erica Benfield, Najat Nahshal, Hayley Lotter, Barry Dauphin, University of Detroit Mercy, Detroit, MI*

Detecting Inconsistent Responding on the 100-Item Version of the Personality Inventory for the DSM-5

*Haley N. Schwenk, Robert A. Doss, Brandon L. Gray, University of South Dakota, Vermillion, SD  
Julie Walsh-Messinger, University of Dayton, Dayton, OH  
Sara E. Lowmaster, University of South Dakota, Vermillion, SD*

Personality Assessment Test Data in a Case Review of Early Onset Auditory Hallucinations

*Shawnee Bren, Kerrie O'Leary, Rebekah Mastel, Ronald Stolberg, Steven R. Thorp, Alliant International University, San Diego, CA  
Andrew Noorollah, Alvarado Parkway Institute Behavioral Health System*

The Relationship Between Social Desirability and the Big Five Personality Traits

*Courtney Krajenka, Ronald Stolberg, Tara Shuman, Alliant International University CSPP, San Diego, CA*

Response Bias on the Personality Inventory for DSM-5 (PID-5)

*Lisa Stone, University of Dayton, Dayton, OH  
Sara E. Lowmaster, University of South Dakota, Vermillion, SD  
Julie Walsh-Messinger, University of Dayton, Dayton, OH*

Psychologists' Use of the Rorschach Personality Assessment in Child Custody Evaluations

*Rebekah Mastel, Shawnee Bren, Emily Roberts-Parker, Evelyn Vasquez, Ronald Stolberg, Alliant International University, San Diego, CA*

Using the Personal Questionnaire to Begin a Collaborative Therapeutic Assessment

*Jeffrey Vance, Katherine M. Weber, Sharon Rae Jenkins, Jabeen Shamji, University of North Texas, Denton, TX*

Personality and Smell: Investigating Associations Between Personality Pathology and Odor Detection, Identification and Hedonic Response

*Russell Mach, Julie Walsh-Messinger, University of Dayton, Dayton, OH*

Does Mindfulness Cultivate a Less Extreme Response Style?

*Sara E. Lowmaster, Emily Hattouni, Chelsey Van Ness, University of South Dakota, Vermillion, SD*

Impact of Using Ray Versus T-Scores in MMPI-2-RF Descriptive and Inferential Research

*Danielle L. Burchett, Jayme Luna, Katrina Conen, Monterey Bay, Seaside, CA  
Anthony M. Tarescavage, Kent State University, Kent, OH  
David M. Glassmire, Patton State Hospital, Patton, CA*

An Examination of the Impact of Content-Based Invalid Responding on MMPI-2-RF Substantive Scale Criterion Validity in a Forensic Inpatient Sample

*Danielle L. Burchett, Haley Cline, Ashley Tedesco, California State University, Monterey Bay, Seaside, CA  
Jamie L. Anderson, Sam Houston State University, Huntsville, TX  
Anthony M. Tarescavage, Kent State University, Kent, OH  
David M. Glassmire, Patton State Hospital, Patton, CA*

MMPI-2-RF VRIN-r and TRIN-r Utility: Does Detected Invalid Responding Impact Substantive Scale Criterion Validity?

*Danielle L. Burchett, Coraima Enriquez, Kayla Marshall, Brittany Smith, Stella Ornelas, California State University, Monterey Bay, Seaside, CA  
Jaime L. Anderson, Sam Houston State University, Huntsville, TX  
David M. Glassmire, Patton State Hospital, Patton, CA*

Differentiation-Relatedness and Partner-Violence in Urban Women

*Cathleen LaLonde, John Porcerelli, University of Detroit Mercy, Detroit, MI*

Utilizing the MCMI-III to Examine Significant Personality Traits for Patients with Comorbid Psychosis and Substance Abuse

*Bailey Cole, Michael McGlenn, Rachael De La Torre, Alliant International University-CSPP, San Diego, CA*

Dimensional Personality Model and Eating Disorders: An Aid in Assessment and Treatment Planning

*Paige Wanner, University of Michigan, Dearborn, MI  
Sydney Walsh, Horizons Counseling Services, Wixom, MI  
Caleb J. Siefert, University of Michigan, Dearborn, MI*

An Investigation of Personality Traits and Trauma Symptoms Profile

*Lauritz McCutcheon, Ca-Lie Cheng-Wang, Ivoryee Martin, Hen Caspi, Walt Litvin, Bayview Behavioral Health Hospital Chula, Vista, CA*

Object Relations and Interpersonal Decentering Predict Therapeutic Approach

*Katherine Weber, Jeffrey Vance, Sharon Rae Jenkins, Jabeen Shamji, University of North Texas, Denton, TX*

Diagnosing Depersonalization/Derealization Disorder with the Use of Psychological Assessment

*Joseph De Marco, Loyola Clinical Centers, Baltimore, MD*

An Empirical Investigation of the Early Memory Index: Its Relationship with Childhood Experiences and Current Functioning

*Philip S. Wong, Lisa M. Weiser, Nicole J. Nebrig, Long Island University, Brooklyn, NY*

The Utilization of the Consensus Rorschach with Couples

*Kristina S. Brown, Adler University, Chicago, IL*

Using the Personal Questionnaire to Begin a Collaborative Therapeutic Assessment

*Jeffrey Vance, Katherine M. Weber, Sharon Rae Jenkins, Jabeen Shamji, University of North Texas, Denton, TX*

Connection Through Feedback Storybooks

*Leighko Yap, Jaleesa Adams, Emily Semon, The Wright Institute, Berkeley, CA*

Sunday, March 19, 2017

7:45 am – 5:00 Registration

8:00 am – 5:00 Full-Day Workshops (4)

**#21 - R-PAS Coding Solutions**

Donald J. Viglione, PhD, Alliant International University, San Diego, CA  
 Sunday, March 19, 8:00 am – 5:00 pm (7 CE) – Location: Golden Gate C2

**#23 - The Role of the MMPI-2-RF in Assessment of Trauma Related Conditions**

Paul A. Arbisi, PhD, ABAP, ABPP, University of Minnesota, Minneapolis, MN  
 8:00 am – 5:00 pm (7 CE) – Location: Willow

**#24 - Forensic Applications of the Personality Assessment Inventory (PAI)**

Mark A. Ruiz, PhD, ABPP, James A. Haley Veterans Hospital and Clinics, Tampa, FL  
 8:00 am – 5:00 pm (7 CE) – Location: Golden Gate C1

**#25 - Building Empathy Through Assessment: A Model for Integrating Therapeutic Assessment into Forensic Practice**

F. Barton Evans, PhD, ETSU College of Medicine, Johnson City, TN  
 Bruce L. Smith, PhD, ABAP, UC-Berkeley, Berkeley, CA  
 8:00 am – 5:00 pm (7 CE) – Location: TBA

8:00 am – 11:45 am Half-Day Workshops – Morning (2)

**#22 - Using Clinical Judgment in Therapeutic Assessment of Adults Who May Or May Not Have An Autism Spectrum Disorder**

Dale Rudin, PhD, Center for Therapeutic Assessment, Austin, TX  
 8:00 am – 11:45 am (3.5 CE) – Location: Golden Gate C3

**#26 - A Practical Overview of the Wartegg Drawing Completion Test According to the Crisi Wartegg System (CWS)**

Alessandro Crisi, PsyD, Istituto Italiano Wartegg, Rome, Italy  
 Jacob A. Palm, PhD, Southern California Center for Collaborative Assessment, Long Beach, CA  
 8:00 am – 11:45 am (3.5 CE) – Location: Juniper

10:15 am – 10:30 am Break

11:45 am - 1:15 pm Lunch Break

1:15 pm – 5:00 pm Half-Day Workshops – Afternoon (1)

**#27 - Assessing Autobiographical Memory in a Personality Assessment: Why?**

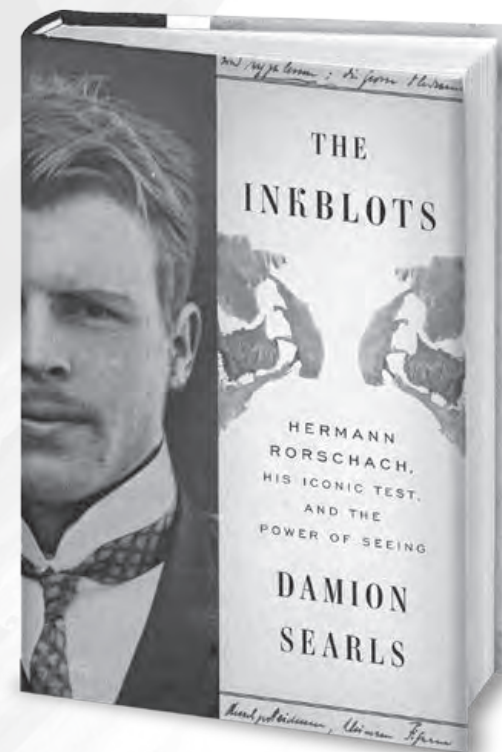
Arnold R. Bruhn, PhD, Private Practice, Chevy Chase, MD  
 1:15 pm – 5:00 pm (3.5 CE) – Location: Juniper

3:00 pm – 3:15 pm Break

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ABOUT THE AUTHOR

**DAMION SEARLS** has written for *Harper’s*, *n+1*, and *The Paris Review*, and has translated the work of authors including Rilke, Proust, and five Nobel Prize winners. He has been the recipient of Guggenheim, NEA, and Cullman Center fellowships.



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## SOCIETY FOR PERSONALITY ASSESSMENT

*The Society is dedicated to the development of methods of personality assessment, the advancement of research on their effectiveness, and the exchange of ideas about the theory and practice of assessment.*

Bruno Klopfer and a group of his students founded the Society for Personality Assessment (SPA) in Essex County, New Jersey. The Society is a collegial organization dedicated to the advancement of professional personality assessment, to the development of procedures and concepts for personality assessment and to the ethical and responsible use of these techniques.

Initially incorporated as the Rorschach Institute, Inc., in 1938, the organization was renamed the Society for Personality Assessment in 1971 to reflect the Society's interest in the entire spectrum of issues present in contemporary personality assessment and to focus the Society as a special interest group, concerned with promoting the exchange of ideas and information about personality assessment in research and practice.

The Society organizes and conducts an Annual Convention as partial fulfillment of the incorporator's objective "to provide an annual assembly of sharing research findings and clinical experiences". In addition, the Society publishes the *Journal of Personality Assessment* and a newsletter, the *SPA Exchange*. Six Awards are presented by the Society:

The **BRUNO KLOPFER MEMORIAL AWARD** is given for outstanding, long-term professional contribution to the field of personality assessment. The recipient gives an acceptance presentation.

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. The recipient gives an acceptance presentation.

The **WALTER G. KLOPFER AWARD** is bestowed annually by the Society for Personality Assessment for distinguished contribution to the literature in personality assessment. Eligible contributions focus on statistically based research projects. The *Journal for Personality Assessment* Editor selects a panel of Consulting Editors to nominate outstanding articles from the previous year, each of which is then rated by the Editor and Associate Editors. In the event of a tie, two awards may be given.

The **MARTIN MAYMAN AWARD** is bestowed annually by the Society for Personality Assessment for a distinguished contribution to the literature in personality assessment. Eligible contributions may consist of an outstanding case study, qualitative research project, or theoretical development. The *JPA* Editor selects a panel of Consulting Editors to nominate outstanding articles from the previous year, each of which is then rated by the Editor and Associate Editors. In the event of a tie, two awards may be given.

The **MARGUERITE R. HERTZ MEMORIAL** is a tribute to Dr. Hertz for her long-term professional contributions to personality assessment. The memorial is presented by a distinguished member of the Society in honor of a deceased eminence from the field of personality assessment. At times, the presenter also invites other members to join in relating anecdotes of their personal contact with the honoree.

The **MARY S. CERNEY STUDENT AWARD** is awarded to the best personality assessment research paper submitted by a student. This award carries a small stipend to help defray the cost of attending the Annual Convention.

### 2017 BRUNO KLOPFER AWARD



**Leslie Morey, PhD.** Dr. Morey is the George T. and Gladys H. Abell Professor of Psychology at Texas A&M University. He obtained his Ph.D. in clinical psychology from the University of Florida, with Roger Blashfield as his doctoral advisor. He completed his internship at the University of Texas Health Sciences Center at San Antonio. He has served on the faculty at Texas A&M University since 1999, including a term as Department Head of Psychology, and he has previously served on the faculty at Vanderbilt University, Harvard Medical School, University of Tulsa, and the Yale University School of Medicine. He has published over 250 articles, books, and chapters on the assessment and diagnosis of mental disorders, and he is one of the most cited researchers in the fields of psychology and psychiatry. His research has included the development of widely used psychodiagnostic assessments that have been translated into dozens of languages. His longitudinal studies of personality disorder and its classification and diagnosis culminated in his appointment by the American Psychiatric Association to the DSM-5 Work Group for Personality and Personality Disorders, which proposed a radical reformulation of the official definition of personality disorder that had been in use for 35 years. His recognitions include the 2016 Distinguished Scientific Contributions to Clinical Psychology Award from the American Psychological Association, the Presidential Award for Contribution to Methods from the Association for Scientific Advancement in Psychological Injury and Law, the Psychoanalytic Research Exceptional Contribution Award from the International Psychoanalytic Association, and the Walter Klopfer Award from the Society for Personality Assessment.

### 2017 SAMUEL J. AND ANNE G. BECK AWARD



**NICOLE M. CAIN, PhD,** is an Associate Professor in the Department of Psychology, Long Island University, Brooklyn. Dr. Cain earned her Ph.D. in clinical psychology from The Pennsylvania State University, under the mentorship of Dr. Aaron Pincus. Dr. Cain completed her internship at Pennsylvania Hospital in Philadelphia, and her postdoctoral training at New York Presbyterian Hospital, Weill Cornell Medical College at The Personality Disorders Institute. She is Associate Editor for both the *Journal of Personality Assessment and Assessment*, and she is a Past President of the Society for Interpersonal Theory and Research (SITAR). Dr. Cain's primary research interests focus on how personality pathology and interpersonal functioning impact diagnosis, psychotherapy process, and treatment outcome.

## 2017 MARGUERITE R. HERTZ AWARD



**Leonard Handler, Ph.D.** (1936-2016) is the honoree of this year's Marguerite R. Hertz Memorial Lecture. Born September 6, 1936, in Brooklyn, New York, to Eastern European immigrants, Fanie and Nathan Handler, who had little formal education themselves, Len grew to become an influential educator and leader in the field of personality assessment. He is a former president of SPA (2003-2005) and the recipient of the 2008 Bruno Klopfer Award for Distinguished Lifetime Contribution to Personality Assessment. In 2008 Len received the Toy Caldwell-Colbert Award for Distinguished Educator in Clinical Psychology from the Society for Clinical Psychology, Division 12 of the American Psychological

Association for his significant contributions to teaching and learning in personality assessment. Len was humbled and delighted by these and the many other accolades bestowed on him over the years by the professional community of his peers.

Len's formal psychology education began with a bachelor's degree in psychology from Brooklyn College, followed by a master's degree from City College, NY, and culminated in a Doctorate in Psychology from Michigan State University. Although his formal education occurred within the walls of these academic institutions, it is Len's experience working closely with people he met along the way, whether as an employee of the welfare department, an assistant at a dry cleaning store, or an examiner at a VA hospital, that impressed him the most. Through these rich encounters he gained an appreciation of the therapeutic nature of assessment and of the compelling uniqueness of the human experience.

After obtaining his Ph.D., Len spent his professional career at the University of Tennessee in Knoxville where he flourished as faculty for 45 years. During his tenure, Len was known for his creativity, warmth, and whimsy while he produced four books and over 100 publications, mostly on the topic of performance-based personality assessment. Len was also well-known for his interest in teaching and learning personality assessment, influencing countless students and serving on over two hundred dissertation committees.

Over the years, Len maintained his connection with patients through his private practice work. He was dogged in his pursuit of knowledge, impressive in his commitment to his work. Alongside his pursuit of his professional passions, Len maintained an intense connection and appreciation for his family. During his time at MSU, Len met and married Barbara Handler, the love of his life and his greatest supporter. He has two children, Charles and Amy, whom he regularly spoke of with immense pride and affection, showing off their creations and sharing stories of their cleverness. His keen interest in the people around him was a thread throughout all aspects of his life.

Len is survived by his loving wife, Dr. Barbara Hershey Handler; his son and daughter-in-law, Charles Andrew and Meaghan (McDermott) Handler; his daughter and son-in-law, Amy Elisabeth Handler and Phil Oppenheim; his adopted son, Jussi Plekka Valle of Helsinki; his five grandchildren, Oliver William Oppenheim, Calliope Rose Oppenheim, Emmett Montgomery McDermott Handler, Thomas Valle, and Annika Valle; his sister, Eileen Sternberger; and his several nieces and nephews. He has left an enduring mark on many students and colleagues who continue to proliferate his ideas in their own work. He will not be long-forgotten but will be sorely missed.

## 2017 MARY CERNEY STUDENT AWARD



**Zara Wright** is a 3rd year graduate student under the mentorship of Dr. Robert Krueger in the Clinical Science and Psychopathology Research program at the University of Minnesota. Her research interests include delineating models of psychopathology through psychometric and biometric analyses, and the cross-section between personality and psychopathology, particularly as it relates to externalizing traits. Furthermore, she is interested in using multivariate analysis and measurement techniques to inform dimensional considerations of psychopathology. Zara plans to pursue a tenure-track faculty position at research university following graduation.

## 2016 WALTER G. KLOPFER AWARD - TWO AWARDS



**M. Brent Donnellan** is a Professor of Psychology and Cornerstone Faculty Fellow in Liberal Arts at Texas A&M University. He investigates research questions at the intersections of personality assessment, personality psychology, and developmental psychology. His current research efforts focus on the assessment of self-esteem, personality trait development, and the role of replication efforts in psychological science. He received his PhD in 2001 and previously worked at Michigan State University. Brent currently serves as the Senior Associate Editor for the *Journal of Research in Personality*.



**Robert Ackerman, Ph.D.** is an assistant professor at the University of the Texas at Dallas. His research program investigates how the quality of interpersonal relationships (e.g., roommate relationships) is impacted by the characteristics of the individuals that comprise them. Because his substantive interests involve processes that occur within relationships and therefore often involve non-independent data, he is particularly interested in analytic models for both cross-sectional and longitudinal dyadic data.



**Courtney Brecheen** serves as an associate dean of undergraduate education at the University of Texas at Dallas. In this capacity, she manages scholarship programs and peer mentor, minority student success, undergraduate research, and service-learning initiatives designed to assist with the recruitment and retention of undergraduates. Her academic research interests include assessing the impact of university admissions policy, utilizing survey methods to inform academic policy-making and program development, social capital and underrepresented minority educational attainment, and the impact of student engagement on first-time-in-college freshman retention, success, and satisfaction.



**Anthony Rodriguez, C.Phil.** is a doctoral candidate in Quantitative Psychology at the University of California, Los Angeles and a proud father of an almost 2-month-old little girl. His research focuses on investigating and developing latent variable measurement models pertaining to dimensionality, non-normality, and scale development/evaluation using item response theory (IRT), structural equation modeling (SEM), and factor analysis (EFA/CFA). Aside from theoretical work, his interests involve the application of sophisticated measurement models to psychopathology and personality research and producing accessible didactics for substantive application of such models. Upon completion of his dissertation defense, he will join RAND as a Psychometrician/Associate Behavioral Scientist.



**Steven P. Reise, PhD.** Dr. Reise received his Ph.D. from the Department of Psychology at the University of Minnesota in 1990. He is presently full professor at UCLA in Quantitative Psychology. His research addresses the application of item response theory measurement models to personality, psychopathology and health outcomes scales. Current interests include robust model comparison and person-fit assessment in structural equation models, and alternative item response theory models for handling non-normal or unipolar traits.



**Mark G. Haviland, PhD,** is Emeritus Professor of Psychiatry, Loma Linda University School of Medicine, where he was director of research for 30 years. His research interests include the consequences of traumatic stress: emotion regulation deficits and chronic pain/addictions. He has developed two observer personality measures with both Q and R methodology and with Dr. Reise has co-authored theoretical and psychometric articles and chapters on item response theory and bifactor model applications. Dr. Haviland has recently retired and now lives in Portland, Oregon.

#### 2016 MARTIN MAYMAN AWARD



**Piero Porcelli, PhD,** is director of the Clinical Psychology Unit at the Hospital IRCCS De Bellis (Castellana Grotte, Italy) and associate professor of Psychosomatic Medicine and Personality Assessment at the Post-Graduate School of Clinical Psychology of the University La Sapienza of Rome, Italy. He authored a number of articles, books, and chapters on psychosomatic medicine and psychological assessment, including clinical research on the assessment and utility of alexithymia and the Rorschach test. He is a member of the editorial boards of international journals such as *Psychotherapy and Psychosomatics* and *Rorschachiana*, and served as Editor of the *Bulletin of the International Rorschach Society*.



**Dr. James H. Kleiger, PsyD, ABPP, ABAP, P.C.,** did a postdoctoral fellowship in clinical psychology at the Menninger Clinic, completed his psychoanalytic training at the Topeka Institute for Psychoanalysis, and served at Menninger as Director of the Postdoctoral Psychology Training Program. A Diplomate in Clinical and Assessment Psychology and Fellow in the Society for Personality Assessment, Dr. Kleiger practices in Bethesda, MD. Jim was Key Note Speaker at the 2014 International Rorschach Congress in Istanbul. His books include *Disordered Thinking and the Rorschach*, Analytic Press, 1999, *Rorschach Assessment of Psychotic Phenomena*, Routledge, 2017, and *Assessing Psychosis: A Clinician's Guide*, (senior author with Ali Khadivi) Routledge, 2015.

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## 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 diversity support grants in the amount of up to \$1000.00 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 Convention.

**Application Process:** Applications are available on our web page under the Annual Convention tab, Grants link and the Student tab, SPAGS Awards/Grants link. Applications must be received in the SPA office no later than November 30 (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.

## 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. Grants are given annually in the amount of up to \$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 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. 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 online no later than November 30 (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 conference registration desk.

## Early Career International 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. Grants are given annually in the amount of up to \$1300 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 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. 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 online, no later than November 30 (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 conference 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 Convention. 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 a 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 Annual Convention tab. Applicants should complete an application online, no later than November 30 (each year).

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

## International Student Travel Grant

In an effort to encourage training of students and promote student participation in research and scholarly presentation in the area of personality assessment, the Society for Personality Assessment gives travel grants to international students who reside outside North America who are attending the SPA Annual Convention. Travel grants are available for amounts up to \$750 to help defray the costs of travel to and from the Annual Convention.

**Eligibility:** Students applying for travel grants *must be a Student Affiliate member of SPA*, or apply for membership along with the International Student Travel Grant Application. Students must also report other travel funding they will be receiving.

**Application Process:** Applications are available on our web page under the Convention tab, Grants link and the Student tab, SPAGS Grants link. Students should download an application and submit it *no later than November 30 (each year)*. A faculty member at the student's institution must sponsor all applications. Due to limited funds, not all applicants receive a travel grant.

**Award Process:** Students will be notified as soon as possible after the application deadline whether they will receive a travel grant and in what amount. To receive any award, the recipient must be present at the Annual Convention and checks can be picked up at the Annual Convention registration desk.

## Diversity/Student Lunch

SPA will sponsor a lunch for students to have an opportunity to interact with each other and a special guest speaker, *Dr. Joni Mihura, Saturday, March 17, 12:30 pm*. There is no charge for this lunch, but selecting 'Student Lunch' on the convention registration is required.

## Student Volunteers

The perk for students who volunteer to monitor a workshop is that they may attend the workshop at no cost, even if they are not registered to attend the Annual Convention. The perk for students who volunteer to assist during the Annual Convention and monitor a CE scientific session, an award session, or a Master Lecture is that they can register for the Annual Convention at the reduced rate of \$55. Contact Monica Tune at [manager@spaonline.org](mailto:manager@spaonline.org).

## Poster Sessions

At the 2017 SPA Annual Convention we will be judging the posters that have been accepted for presentation. Each poster session will be judged separately. A first place and two honorable mention ribbons will be awarded during each poster session. *Thursday, March 16, 6:45 pm, and Saturday, March 18, 6:45 pm*

## Scientific Session Tracks

You will note on the program schedule initials placed after certain scientific sessions. These initials indicate that the session belongs to a certain track.

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

## Book Signing

On Thursday evening during the reception, SPA members attending the conference who have had a book published recently are invited to promote their book. This is an opportunity for our SPA community to become more familiar with your work. Tables will be provided where you can sign your books and be available for conversation. You will be responsible for providing the books and all financial transactions. Please contact Monica Tune, Administrative Director, at [manager@spaonline.org](mailto:manager@spaonline.org), if you are interested. *Thursday, March 16, 6:45 pm*

## Lunchtime Presentations

**Thursday, March 16, 12:15-1:15 pm**

ABAP Presentation (1CE)

*A. Jordan Wright*

Proficiency Information Session

*Hadas Pade*

Case Discussion A: Unmasking a Needlessly Hospitalized Adolescent Scapegoat: Objective and Projective Perspectives Using the Tasks of Emotional Development (TED) Test (1 CE) [C/A]

*Edward Gotts and Haskel Cohen*

Case Discussion B: Antisocial Personality: The Nice Side (1 CE)

*Graham Rogers*

## SPA Interest Groups

Interest Groups provide SPA members an opportunity to interact with other members who are engaged in personality assessment in similar venues. Interest Groups support the mission of SPA by fostering membership around similar interest and facilitate member's networking and mutual support. The following interest groups are available at this time:

### Collaborative/Therapeutic Assessment

**Co-Chairs: Hale Martin, J.D. Smith**

**Friday, March 17, 11:30 am – 12:30 pm**

The Collaborative/Therapeutic Assessment (CTA) interest group offers the opportunity to meet with assessors thinking about, working to develop, and practicing this approach to psychological assessment and intervention. Developments, training and learning opportunities, ideas, research efforts and findings, and marketing issues involving CTA, as well as the successes and challenges our members experience, are central topics of discussion. This interest group offers support to those on the cutting edge as well as those just learning CTA and it fosters a collaborative community of assessors, promoting connections and friendships. Everyone is welcome! Students and assessors new to CTA are especially valued.

### Education & Training Interest Group

**Co-Chairs: Ryan Tobiasz, A. Jordan Wright**

**Saturday, March 18, 12:30-1:30 pm**

The mission of this interest group is to improve the quality of assessment training and supervision in the field of psychology, through improving and disseminating resources, promoting best practices, and advocating for rigor. Members of this interest group include academic and field-based trainers, supervisors, students, and clinicians. Topics addressed include bridging the gap between what is being taught in graduate programs and expectations for internship, licensure, and future practice; how to best assess competency during training; and how to best support those teaching and supervising assessment given the similarities and differences of graduate programs. Finally, the group will also make an effort to increase exposure to personality assessment throughout the psychology education lifespan, from undergraduate through postgraduate settings.

### Forensic Psychology

**Co-Chairs: Marvin W. Acklin, Nancy Kaser-Boyd**

**Saturday, March 18, 12:30-1:30 pm**

The mission of the FIG is developing interest and momentum for the implementation of forensic psychology and personality assessment within the scope of SPA's overall mission and to disseminate findings to the membership and SPA Board: to develop membership and Board interests and resources, support forensically-relevant publications in JPA, forensic psychology presentations at Annual Conventions, and continuing education workshops. Starting in 2016, a presentation of topical interest to participants will be presented every year.

### Health Psychology

**Co-Chairs: John Porcerelli, Ryan J. Marek**

**Friday, March 17, 11:30 am – 12:30 pm**

The mission of the Health Psychology interest group is to provide SPA members (including students) with an opportunity to discuss their interests and experiences (direct service, supervisory, and research) of psychological and personality assessment in medical settings. These settings include general hospitals, primary care clinics (family medicine, internal medicine, obstetrics, and pediatrics), and specialty clinics (cardiology, surgery, physical medicine & rehab, neurology, oncology, etc.). The interest group will discuss the role of personality assessment in

medical settings, share health psychology assessment experiences, distribute a list of health psychology references, and plan for future SPA symposiums focusing on assessment in medical settings.

### **International Interest Group**

**Co-Chairs: Nancy Kaser-Boyd, Corine de Ruiter, Alessandro Crisi**

**Friday, March 17, 11:30 am – 12:30 pm**

This group aims to foster international exchange and collaboration on psychological assessment, in terms of education, policy, research and clinical practice. Another important goal is to develop strategies to facilitate the attendance of international students and members to the SPA Annual Meeting, other meetings and workshops. This committee also works to help members integrate their interests into SPA symposia, presentations and publications. In these ways, the interest group would like to increase SPA's international focus.

### **Psychoanalytic Assessment**

**Co-Chairs: Anthony D. Bram, Christina Biedermann**

**Saturday, March 18, 12:30-1:30 pm**

The mission of the Psychoanalytic Interest Group is to provide SPA members with a focused opportunity to discuss their interests in psychoanalytic approaches to personality assessment and to create a network of professionals to support each other's education, writing, and research. The group supports the mission of the SPA Board of Trustees by fostering membership interest in these topics, and by providing resources to support direct clinical service, supervision, teaching, and research. Recent initiatives have included collating a biannual summary of members' interests and initiatives, and we are working on developing a list of significant publications that one might consult to learn and teach about this approach to assessment. The group also encourages scientific presentations, posters, continuing education workshops, and publications that integrate psychoanalytic theory with personality assessment. We welcome all colleagues to join us, particularly graduate students and early career psychologists seeking support in integrating their psychoanalytic and assessment interests.

## **GUIDELINES TO DEVELOP A NEW INTEREST GROUP**

1. Any SPA member, fellow or student affiliate interested and willing to start a new interest group should bring the proposal to the Board of Trustees, including a mission for the group and proposed plan to attract members.
2. Interest groups shall change leadership every three years with the option of reelection.
3. Once the Board approves a new Interest Group, the Board will provide the following:
  - a. A meeting place will be assigned to meet during Convention
  - b. A description in the website and Convention program
  - c. Assistance to recruit members and maintain connections outside Convention meetings
  - d. Assistance to the group in achieving the goals they set for their group

SPA appreciates the support of these

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**Society of Clinical Psychology**

**(Division 12 of APA)**

**Southern California Center for  
Collaborative Assessment**

**Therapeutic Assessment Institute**

**Wiley**

## 2017 SPA Convention Volunteers

We want to give a big ‘Thank you’ to our student volunteers. Our volunteers are vital to our convention. Be sure and give them an extra ‘thank you’ when you turn in your evaluations and receive your CE certificate after a workshop or CE credit session.\*

Lily Assaad	Russell Mach
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Zachary Baldock	Ryan Marek
Benjamin Berry	Kayla Marshall
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Jayme Luna	Matthew Yalch
Xiaochen Luo	

*\*These are the volunteer names at the time the Program was printed. There may be others who signed up to volunteer after printing. Please know that we appreciate your time too and your willingness to volunteer.*

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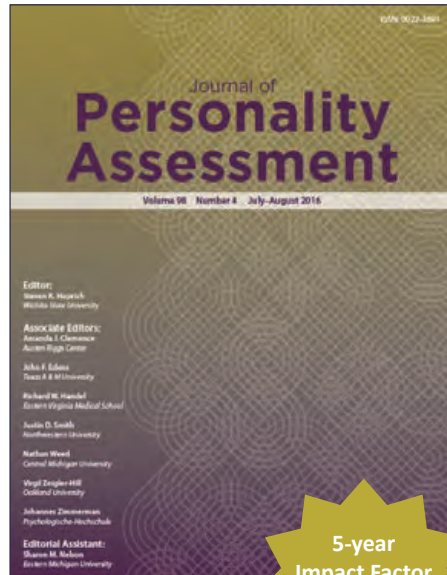
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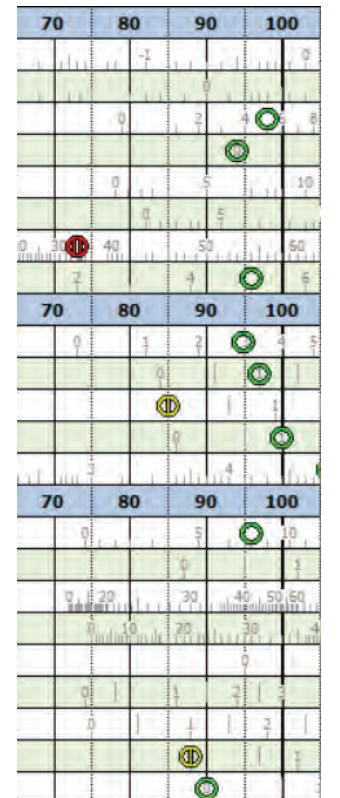


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