

**SPA**

**Society for Personality Assessment**

**ANNUAL CONVENTION**

**PERSONALITY  
ASSESSMENT:  
DISCOVERING  
CONNECTIONS**

**MARCH 9 – 13, 2016**

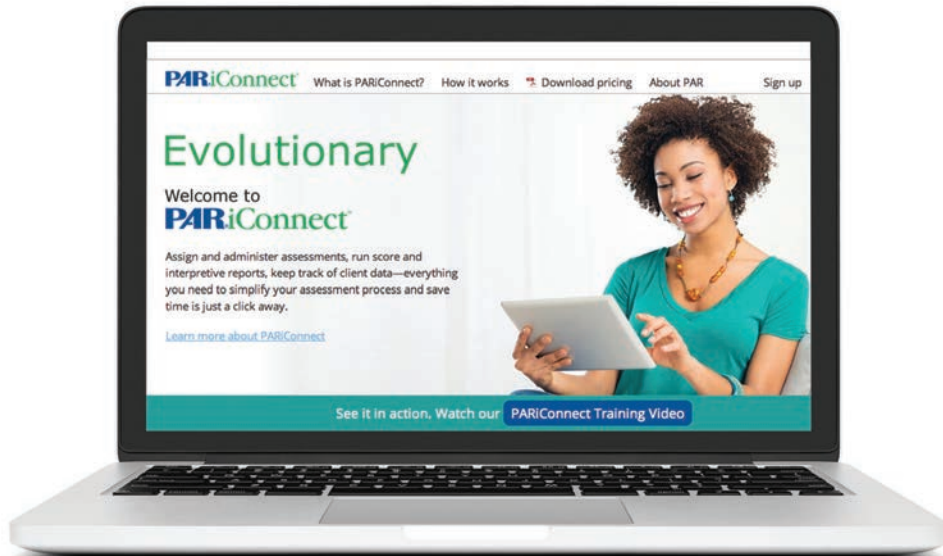


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# Table of Contents

Welcome .....	1
Meeting Rooms .....	2
Master Lectures .....	4
Conference Program Information .....	5
Program at a Glance.....	6, 7
Program .....	8, 9
Workshops.....	10-19
Wednesday.....	20, 21
Thursday.....	22-28
Friday .....	30-35
Saturday .....	36-47
Awards .....	48-52
Board of Trustees .....	53
General Information .....	54-58
Index .....	61-65



## JOURNALS OF INTEREST

### **American Psychologist**<sup>®</sup>

Official Journal of the American Psychological Association  
Editor: Anne E. Kazak, PhD, ABPP  
Published nine times per year – ISSN: 0003-066X  
6.100 2014 JCR Impact Factor<sup>®</sup> \* – Indexed in MEDLINE<sup>®</sup>  
[www.apa.org/pubs/journals/amp](http://www.apa.org/pubs/journals/amp)

### **Archives of Scientific Psychology**<sup>®</sup>

OPEN ACCESS JOURNAL | **ONLINE ONLY**  
All Author Fees Waived Through 2016!  
Editors: Cecil R. Reynolds, PhD, and Gary R. VandenBos, PhD  
eISSN: 2169-3269  
[www.apa.org/pubs/journals/arc](http://www.apa.org/pubs/journals/arc)

### **Psychological Assessment**<sup>®</sup>

Editor: Yossef S. Ben-Porath  
2.751 2014 JCR Impact Factor<sup>®</sup> \* – Indexed in MEDLINE<sup>®</sup>  
Published monthly – ISSN: 1040-3590  
[www.apa.org/pubs/journals/pas](http://www.apa.org/pubs/journals/pas)

### **Personality Disorders: Theory, Research, and Treatment**<sup>®</sup>

Editor: Thomas A. Widiger, PhD  
3.221 2014 JCR Impact Factor<sup>®</sup> \* – Indexed in MEDLINE<sup>®</sup>  
Published quarterly – ISSN: 1949-2715  
[www.apa.org/pubs/journals/per](http://www.apa.org/pubs/journals/per)

### **Psychological Trauma: Theory, Research, Practice, and Policy**<sup>®</sup>

Official Journal of APA Division 56 (Trauma Psychology)  
Editor: Kathleen A. Kendall-Tackett, PhD  
2.308 2014 JCR Impact Factor<sup>®</sup> \* – Indexed in MEDLINE<sup>®</sup>  
Published bimonthly – ISSN: 1942-9681  
[www.apa.org/pubs/journals/tra](http://www.apa.org/pubs/journals/tra)

### **Journal of Abnormal Psychology**<sup>®</sup>

Editor: Sherryl H. Goodman, PhD  
5.153 2014 JCR Impact Factor<sup>®</sup> \* – Indexed in MEDLINE<sup>®</sup>  
Published eight times per year – ISSN: 0021-843X  
[www.apa.org/pubs/journals/abn](http://www.apa.org/pubs/journals/abn)

### **Psychiatric Rehabilitation Journal**<sup>®</sup>

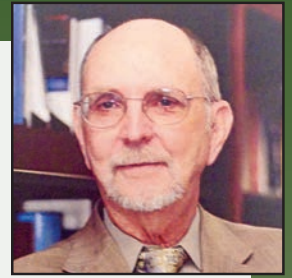
Official Journal of the Psychiatric Rehabilitation Association  
and the Boston University Center for Psychiatric Rehabilitation  
Editors: Judith A. Cook, PhD, and Kim T. Mueser, PhD  
1.169 2014 JCR Impact Factor<sup>®</sup> \* – Indexed in MEDLINE<sup>®</sup>  
Published quarterly – ISSN: 1095-158X  
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## Welcome to the SPA Annual Convention in Chicago



On behalf of the SPA Board of Trustees, welcome to Chicago! We're in a great convention city this year—Chicago 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 Chicago's renowned cultural institutions) will be matched only by the terrific program, and by our stellar lineup of Continuing Education workshops on Wednesday and Thursday. Please also make note of this year's SPAGS-sponsored events, which include a Friday Round Table on *Expert Strategies in Grant Writing*, and two symposia (one on Friday, one on Saturday) discussing cutting-edge research on personality pathology in the DSM.

The theme of the 2016 convention is *Discovering Connections*, and you'll see that theme echoed in all that we do in Chicago. Many of our posters, papers, symposia, roundtables, and case discussions emphasize interdisciplinary approaches to personality assessment, integration of different assessment methods, and collaboration across diverse conceptual frameworks—three important “connections”. Our Master Lectures capture this theme as well: Dan McAdams, Professor and Chair of Psychology at Northwestern University, will discuss the links between personality assessment and his innovative narrative approach to understanding the evolution of the self across the life span, while John Cacioppo, Professor and Director of the Center for Cognitive and Social Neurosciences at the University of Chicago will talk about the use of neuroimaging techniques to study personality and other individual differences.

In our Hertz Memorial Presentation on Friday afternoon we'll celebrate the life and work of Sidney Blatt, longstanding SPA member and frequent contributor to our journal, and to our discipline. Sid Blatt was also president of SPA from 1984 to 1986. A longstanding connection indeed.....

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 2016 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 connections and discover some new ones as we chat with students and colleagues.

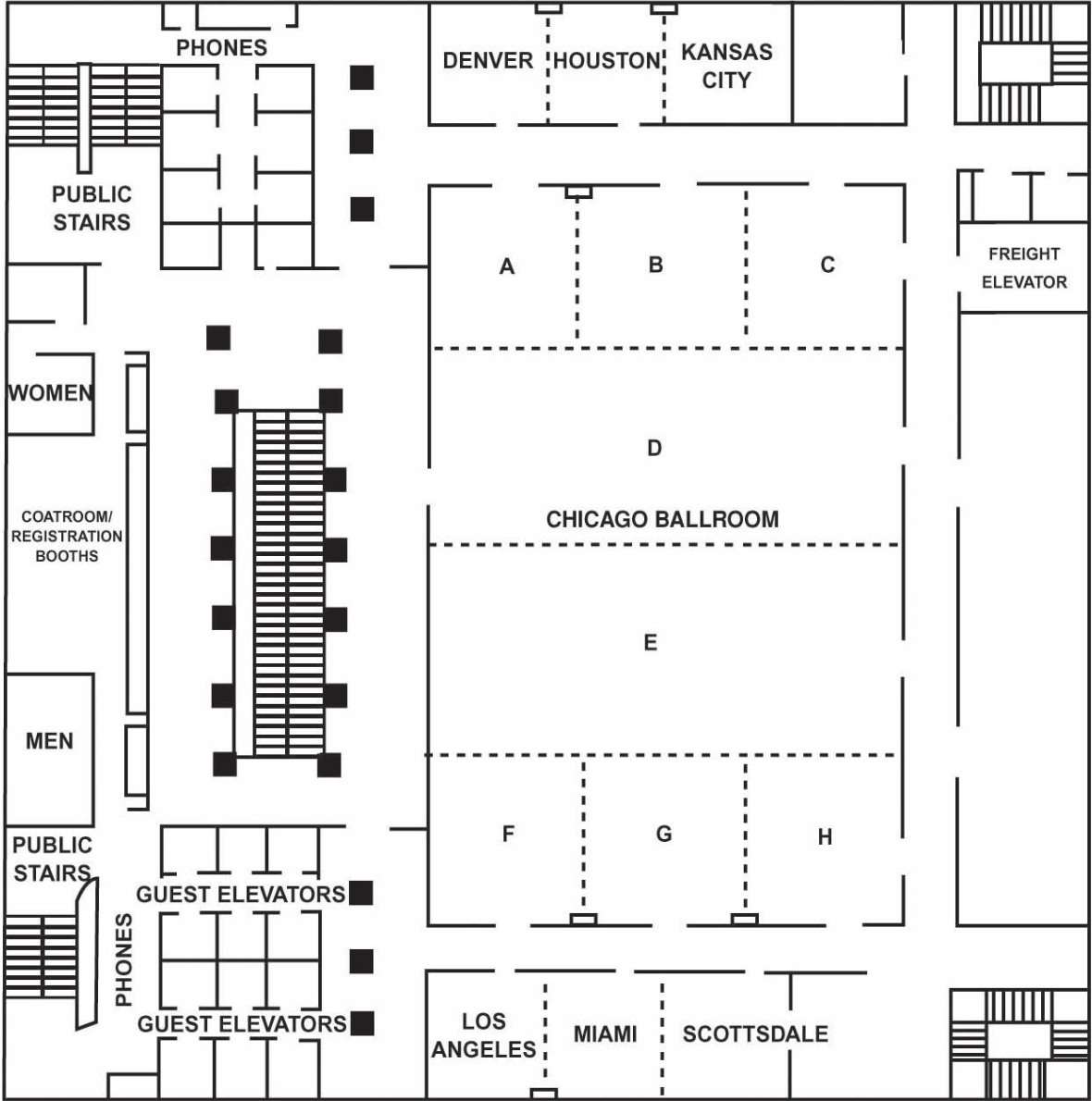
Welcome to SPA 2016—and welcome to Chicago!

Robert F. Bornstein, Ph.D.  
President

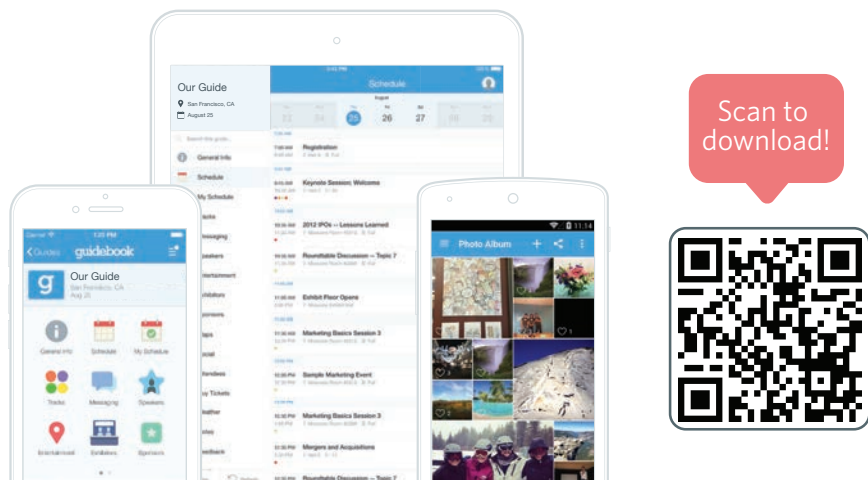
Robert P. Archer, Ph.D.  
President-Elect and Program Chair

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## Master Lecture I: Paul Lerner Memorial Master Lecture

### *Personality and the Life Story*

**Dan P. McAdams, Ph.D.** is the Henry Wade Rogers Professor of Psychology at Northwestern University, as well as Professor of Human Development and Social Policy and Director of the Foley Center for the Study of Lives. Between 2009 and 2015, he served as Chair of the Psychology Department. Professor McAdams teaches courses in Personality Psychology, Adult Development and Aging, Theories of Human Development, and the Psychology of Life Stories. Author of over 250 scientific articles and chapters, numerous edited volumes, and 7 books, Professor McAdams works in the areas of personality and life-span developmental psychology, with secondary interests in political and cultural psychology and in psychological biography. His theoretical and empirical writings focus on concepts of self and identity in contemporary American society and on themes of power, intimacy, redemption, and generativity in the stories adults construct about their lives. Professor McAdams is the author of *The Redemptive Self: Stories Americans Live By* (Oxford University Press, 2006/2013), which won the 2006 William James Award from the American Psychological Association for best general-interest book in psychology, across all subfields, and the 2007 Association of American Publishers Award for excellence in professional and scholarly publishing. Professor McAdams is also the winner of the 1989 Henry Murray Award for excellence in personality psychology and the study of lives, the 2006 Theodore Sarbin Award for contributions to theoretical and philosophical psychology, and the 2012 Jack Block Award from the Society for Personality and Social Psychology for lifetime contributions to personality psychology. Most recently, he is the author of *George W. Bush and the Redemptive Dream: A Psychological Portrait* (Oxford, 2011) and *The Art and Science of Personality Development* (Guilford Press, 2015).



## Master Lecture II: *New Developments in Electrical Neuroimaging, With an Emphasis on Individual Differences*

**John Cacioppo, Ph.D.** is the Tiffany and Margaret Blake Distinguished Service Professor and Director of the Center for Cognitive and Social Neuroscience at the University of Chicago. Dr. Cacioppo is a pioneer in the field of social neuroscience and the author of more than 400 scientific articles and 20 books. Among the awards he has received are the Troland Award from the NAS, the Distinguished Scientific Contribution Award from APA, a MERIT Award from NIH, the Distinguished Scientific Contribution Award and the Scientific Impact Award from the SESP, the Award for Distinguished Scientific Contributions from SPR, and the Campbell Award and the Theoretical Innovation Prize from SPSP. He is a past president of four different scientific societies, past Chair of the Psychology Section of AAAS, a past member of the Council for the NIH Center for Scientific Review and a past member of the Council for the National Institute on Aging; a former member of the NSF Advisory Committee for the SBE Division; and the former Chair of the Board of Behavioral, Cognitive, and Sensory Sciences at the NRC.





# Convention Registration

## Convention Registration Fees

	Early Bird By: 2/5/2016	Regular After 2/5/2016	Onsite After 3/6/2016
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
Student Luncheon	\$ 10	\$ 10	\$ 10

### 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 2/5/2016. 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 and Thursday morning); and there is a separate registration fee for the Convention (held Thursday afternoon, Friday and Saturday). One can attend any number of workshops and choose not to attend the convention, or attend the convention and not participate in any workshops.

Participant conference registration includes conference materials; coffee breaks; the President's Welcome Reception on Thursday evening, 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 5, 2016. After that date no refunds will be granted.

**Wednesday, March 9, 2016**

8:30 am – 5:00 pm	Full-Day Workshops (4)
8:30 am - 12:00 pm	Half-Day Morning Workshops (2)
12:00 pm - 1:30 pm	Lunch Break
1:30 pm – 9:00 pm	Full-Day/Afternoon-Evening Workshops (2)
5:30 pm – 8:00 pm	Board of Trustees Meeting
5:30 pm – 9:00 pm	Half-Day Evening Workshops (4)

**Thursday, March 10, 2016**

7:30 am – 12:00 pm	Board of Trustees Meeting
8:30 am – 12:00 pm	Half-Day Morning Workshops (5)
12:00 pm – 5:00 pm	Exhibits Open
12:00 pm – 1:30 pm	Lunch Break
12:15 pm – 1:15 pm	SPAGS Board Meeting Lunch
12:15 pm – 1:15 pm	Lunch Presentation
	ABAP Presentation (1 CE)
12:15 pm – 1:15 pm	JPA Editor/Associate Editor Lunch
12:00 pm – 1:30 pm	Information Sessions
	Proficiency in Personality Assessment
1:30 pm – 3:00 pm	Opening Plenary Session
	Presidential Address (1 CE) – <i>Robert F. Bornstein</i>
	Bruno Klopfer Award (1 CE) – <i>Robert D. Hare</i>
3:15 pm – 4:15 pm	Scientific Sessions (6)
4:30 pm – 6:30 pm	<i>Symposium A: Diversity at the Crossroads: Intersectionality and Personality Assessment (2 CE)</i>
	<i>Roundtable B: JPA Editor’s Roundtable</i>
	<i>Paper Session C: The Hungarian Rorschach System and the French Scoring System for the TAT-Methodology and Clinical Case Illustrations</i>
	<i>Paper Session D: Advances in Rorschach Assessment</i>
	<i>Paper Session E: Conceptualization and Assessment of Personality Disorders</i>
	<i>Paper Session F: Innovations in Psychological Assessment [AN]</i>
6:45 pm – 7:45 pm	Book Signing
6:45 pm – 7:45 pm	President’s Welcome Reception
6:45 pm – 7:45 pm	Poster Session I
8:00 pm	SPAGS Social

**Friday, March 11, 2016**

7:30 am – 8:30 am	
8:30 am – 10:30 am	Scientific Sessions (6)
	<i>Symposium A: The Integration of Multiple Personality Assessment Paradigms via DSM-5</i>
	Section III Personality Disorder Diagnosis (2 CE) [I/M]
	<i>Symposium B: The Practical Rorschach: Adapting the Rorschach for the 21<sup>st</sup> Century (2 CE)</i>

# Conference Program at a Glance

	<i>Paper Session C: Assessment of Adolescents with the MMPI-A-RF [C/A]</i>
	<i>Paper Session D: Self-Report Inventories in Varied Populations</i>
	<i>Roundtable E: Expert Strategies in Grant Writing</i>
	<i>Paper Session F: Health Psychology: Describing Personality and Predicting Outcomes</i>
10:45 am – 11:45 am	<b>Master Lecture I: Paul Lerner Memorial Lecture (1 CE) – Dan McAdams</b>
11:45 am – 1:15 pm	<b>Lunch Break</b>
12:00 pm – 1:00 pm	<b>SPAGS Diversity Lunch</b>
12:00 pm – 1:00pm	<b>Interest Group Meetings</b> Collaborative/Therapeutic Assessment [CT] Forensic [FO] Health Psychology
1:15 pm – 2:15 pm	<b>Master Lecture II (1 CE) – John Cacioppo</b>
2:45 pm – 4:45 pm	<b>Scientific Sessions (6)</b> <i>Paper Session G: Diverse Methods of Interpersonal Assessment [I/M]</i> <i>Paper Session H: Psychometric Properties and Clinical Utility of the Social Cognition and Object Relations Scale-Global Rating Method (SCORS-G) and the Thematic Apperception Test</i> <i>Paper Session I: Advances in Rorschach Research-1</i> Roundtable Discussion J: Women in Personality Assessment(2 CE) <i>Symposium K: Current Models of Personality and Psychopathology: Bridging the Gap Between Research and Clinical Applications (2 CE)</i> <i>Paper Session L: Applications of the MMPI-2-RF</i>
5:00 pm – 6:00 pm	<b>Hertz Presentation in memory of Sidney Blatt (1 CE)</b>
6:00 pm – 6:30 pm	<b>Awards Presentations</b> Walter G. Klopfer Award – <i>James Graham and Marta Unterschute</i> Martin Mayman Award – <i>Robert Krueger, Craig Rodriguez-Sejas and Nicholas Eaton</i> Samuel J. and Anne G. Beck Award – <i>J. D. Smith</i> Mary Cerney Award – <i>Jaime Anderson</i>

## Saturday, March 12, 2016

7:30 am – 8:30 am	<b>Exchange Editorial Board Breakfast</b>
8:30 am – 10:30 am	<b>Scientific Sessions (5)</b> <i>Symposium A: Examining the DSM-5 Section III Model for Personality Disorders from Four Distinct Quantitative Perspectives (2 CE)</i> <i>Paper Session B: Adolescent Assessment: Issues and Methods</i> <i>Paper Session C: The Measurement of Depression and Psychosis</i> <i>Case Discussion D: Four Blind Men and an Elephant: Integrating Perspectives on Cognitive Processes, Affect and Defenses, and Object Relations in a Clinical Case (2 CE)</i> <i>Paper Session E: Methodological Advances in Personality Assessment [C/T]</i>
10:45 am – 12:45 pm	<b>Scientific Sessions (6)</b> <i>Symposium F: Diversity Training in Personality Assessment: Teaching and Supervising Cultural Awareness and Competence (2 CE) [T/S]</i>

	<i>Paper Session G:</i> Depression subtypes: Empirical Findings on Validity, Interactions with Gender, Personality Disorders, Treatment Outcome, Drug Use, and Mother-Child Interaction
	<i>Paper Session H:</i> Influences on the Process and Outcomes of Assessment
	<i>Symposium I:</i> Creative Approaches to Test Analysis (2 CE)
	<i>Case Discussion J:</i> Cyanide, The PAI and Re-Writing History
	<i>Case Discussion K:</i> Assessment Practice (1 CE)
12:45 pm – 2:15 pm	<b>Lunch Break</b>
1:00 pm – 2:00 pm	<b>Student Lunch</b>
1:00 pm – 2:00 pm	<b>Interest Group Meetings</b>
	Integration/Multimethod Assessment [I/M]]
	International Interest Group
	Psychoanalytic Assessment [AN]
	Teaching/Training Personality Assessment [T/S]
2:15 pm – 4:15 pm	<b>Scientific Sessions (6)</b>
	<i>Roundtable Discussion L:</i> Personality Assessment Research Internationally: Challenges, Roadblocks, and Collaborative Solutions (2 CE)
	<i>Symposium M:</i> Clinical Assessment of Psychosis and Psychotic Disorders Using the Crisi Wartegg System (CWS) (2 CE)
	<i>Paper Session N:</i> Using the PAI and PAI-SF
	<i>Paper Session O:</i> Interpersonal Case Formulation
	<i>Paper Session P:</i> Dilemmas of Change: Using Projective Measures to Assess Complexity and Risk in the Change Process
	<i>Paper Session Q:</i> Advances in the Conceptualization and Assessment of Pathological Personality Traits
4:30 pm – 6:30 pm	<b>Scientific Sessions (5)</b>
	<i>Symposium R:</i> The Assessment of Attachment in Specialized Settings: Impact on Legal and Clinical Decision-Making (2 CE) [FO]
	<i>Paper Session S:</i> Advances in Rorschach Research -2
	<i>Roundtable Discussion T:</i> Should the P in SPA Stand for Psychological? Expanding Personality Assessment in the 21 <sup>st</sup> Century (2 CE)
	<i>Paper Session U:</i> The Integrated Attachment Self: Using the Adult Attachment Projective Picture System to Better Understand Trauma Symptomology and Treatment
	<i>Paper Session V:</i> Trends in Assessment Training and Utilization [T/S]
6:45 pm – 7:45 pm	<b>Farewell Reception</b>
6:45 pm – 7:45 pm	<b>Poster Session II</b>

## 2016 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 6 workshops for 7 CE credits and 11 half-day workshops for 3.5 CE credits. Workshops will be held on Wednesday, March 9 and Thursday morning, March 10, 2016. No workshops are held on Friday, March 11 or Saturday, March 12, 2016. Enrollment in the workshops is filled on the basis of

# Convention Program

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 5, 2016, less a \$75 administrative fee. No refunds will be granted after February 5, 2016.**

## 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), one 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: ABAP Preparing For Your Diplomate in Assessment Psychology,** *Thursday, March 9, 12:00 -1:00 pm (1 CE)*
- **Presidential Address: Robert Bornstein,** *Thursday, March 9, 1:30 pm (1 CE)*
- **Bruno Klopfer Award:** *Thursday, March 10, 3:15-4:15 pm (1 CE)*
- **Symposium A: Diversity at the Crossroads: Intersectionality and Personality Assessment,** *Thursday, March 5, 4:30-6:30 pm (2 CE)*
- **Symposium A: The Integration of Multiple Assessment Paradigms via DSM-5 Section III Personality Disorder Diagnosis,** *Friday, March 11, 8:30-10:30 am (2 CE)*
- **Symposium B: The Practical Rorschach: Adapting the Rorschach for the 21<sup>st</sup> Century,** *Friday, March 11, 8:30-10:30 am (2 CE)*
- **Master Lecture I.,** *Friday, March 11, 10:45-11:45 pm (1 CE)*
- **Master Lecture II.,** *Friday, March 11, 1:15-2:15 pm (1 CE)*
- **Roundtable Discussion J: Women in Personality Assessment,** *Friday, March 11, 2:45-4:45 pm (2 CE)*
- **Symposium K: Current Models of Personality and Psychopathology: Bridging the Gap Between Research and Clinical Applications,** *Friday, March 11, 2:45-3:45 pm (2 CE)*
- **Hertz Memorial Presentation:.,** *Friday, March 11, 5:00-6:00 pm (1 CE)*
- **Symposium A: Examining the DSM-5 Section III Model for Personality Disorders from Four Distinct Quantitative Perspectives** *Saturday, March 12, 8:30-10:30 am (2 CE)*
- **Case Discussion D: Four Blind Men and an Elephant: Integrating Perspectives on Cognitive Processes, Affect and Defenses, and Object Relations in a Clinical Case,** *Friday, March 11, 8:30-10:30 am (2 CE)*
- **Symposium F: Diversity Training in Personality Assessment: Teaching and Supervising Cultural Awareness and Competence,** *Saturday, March 12, 10:45-12:45 pm (2 CE)*
- **Symposium I: Creative Approaches to Test Analysis,** *Saturday, March 12, 10:45-12:45 pm (2 CE)*
- **Case Discussion K: Assessment Practice,** *Saturday, March 12, 10:45-11:45 pm (1 CE)*
- **Roundtable Discussion L: Personality Assessment Research Internationally: Challenges, Roadblocks, and Collaborative Solutions,** *Saturday, March 12, 2:15- 4:15 pm (2 CE)*
- **Symposium M: Clinical Assessment of Psychosis and Psychotic Disorders Using the Crisi Wartegg System (CWS),** *Saturday, March 12, 2:15- 4:15 pm (2 CE)*
- **Symposium R: The Assessment of Attachment in Specialized Settings: Impact on Legal and Clinical. Decision-Making,** *Saturday, March 12, 4:15- 6:15 pm (2 CE)*
- **Roundtable T: Should the P in SPA Stand for Psychological? Expanding Personality Assessment in the 21<sup>st</sup> Century,** *Saturday, March 12, 4:15- 6:15 pm (2 CE)*



#1

## The Rorschach Performance Assessment System: Overview and Case Illustration

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

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

**Wednesday – March 9 – 8:30 am - 5:00 pm, 7 CE**



This workshop provides an introduction to the Rorschach Performance Assessment System (R-PAS), which is an approach to using the Rorschach that is based both on strong empirical support and on an appreciation of the task as providing an in vivo sample of perceptual and verbal problem solving behavior obtained in a standardized context. The latter allows for personality inferences to be based on observed performance rather than self-description. R-PAS emphasizes scores where there is a clear link between the psychological processes associated with the perceptions and behaviors coded in the microcosm of the task and inferences about parallel psychological processes associated with the perceptions and behaviors that make up personality characteristics expressed in everyday behavior. In this workshop we focus on how R-PAS is a reliable, valid, useful, and manageable way of using the Rorschach internationally in applied practice. We also document how it provides incrementally valid information that complements self-reported characteristics to more fully understand patients and the problems that bring them for an assessment. We start the workshop by briefly describing the scientific rationale and procedures for R-PAS, addressing administration; inquiry; the selection, scoring, and computation of variables; form quality and perceptual accuracy; normative referencing; a standardized format to present the results; and interpretive inferences. The system is designed to address the legitimate criticisms that have identified limitations and problems with previous approaches to Rorschach-based assessment and as such it is built upon a strong research foundation, making use of the best supported variables in the Rorschach literature, and an appreciation of the Rorschach task as providing a sample of behavioral performance. The selection of variables and interpretive guidelines derive primarily from systematic reviews of the Rorschach validity literature; to a lesser extent they also derive from surveys of clinicians about the usefulness of indices and variables, a conceptual understanding of the processes involved in generating test responses, and attention to efficiency and parsimony. We will review relevant evidence from several of our studies, including extensive internationally conducted research to generate contemporary measures of perceptual accuracy, as well as several studies we have conducted to optimize the range of responses obtained from an examinee while simultaneously allowing for flexibility in responding and idiographic richness. The procedures used to derive R-PAS normative data will be reviewed and illustrated. Reference values for summary scores include the raw data, as well as transformations of the raw data to percentile-based standard scores and adjusted standard scores that account for the overall complexity of a protocol. We also introduce attendees to the large array of R-PAS training resources that are available and address considerations related to the advantages and challenges of using R-PAS in applied practice. Finally, we illustrate the practical features of R-PAS by applying the new system to a clinical case that is considered in detail. Throughout we provide time that allows for questions, comments, and discussion with those in attendance. This workshop should be useful for practitioners and for people who teach or conduct research on personality assessment. It should appeal to practitioners and teachers interested in learning how to more fully and accurately understand clients through multimethod clinical assessments that incorporate making careful inferences from valid, performance based R-PAS scales. Similarly, it should appeal to researchers interested in more fully measuring personality and psychological functioning through multimethod assessments that have incremental validity over self-report methods. Attendees should have some familiarity with Rorschach-based assessment. The workshop largely will be didactic.

### Goals and Objectives:

- 1) Describe the basic empirical and conceptual foundation for variables in R-PAS.
- 2) Summarize the value of “performance assessment” as a foundation for clinical interpretation.
- 3) Explain why new normative reference standards improve clinical inferences.
- 4) Implement standardized administration procedures that optimize the length of Rorschach protocols.
- 5) Apply R-PAS interpretive procedures and guidelines to a case.

**Skill Level:** Intermediate – we assume some familiarity with Rorschach-based assessment.

## #2

### Proficiency in Personality Assessment: Producing an Integrated Report

*Hadas Pade, Psy.D., CSPP Alliant International University*

*A. Jordan Wright, Ph.D., Empire State College, SUNY*

**Wednesday – March 9 – 8:30 am – 12:00 pm, 3.5 CE**



This workshop provides an overview of the expectations towards meeting and maintaining proficiency in personality assessment, specifically the components of integrated report writing. The common challenges in producing integrated psychological assessment reports will be discussed 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 introduced.

#### 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.
- 4) Apply learned strategies towards teaching and training others to produce integrated reports

**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.

## #3

### Forensic Psychological Assessment in Practice:

#### Case Studies

*Corine de Ruiter, Ph.D., Maastricht University*

*Nancy Kaser-Boyd, Ph.D., Geffen School of Medicine, UCLA*

**Wednesday – March 9 – 8:30 am – 5:00 pm, 7 CE**



In our recently published book, *Forensic Psychological Assessment in Practice: Case Studies* (Routledge, 2015), we offered a set of forensic criminal cases as examples of a scientist-practitioner model for forensic psychological assessment. Building on this model, this workshop will present three novel cases of criminal defendants, whose psychological test data will be integrated with the latest scientific research evidence, to arrive at a balanced, objective and accurate diagnosis, and to answer the psycholegal questions at hand. After a brief introduction of the scientist-practitioner model for forensic psychological assessment (FPA), the first case will be presented by Dr. de Ruiter. The defendant is a 52-year old female attorney, accused of fraud and money laundering. During the course of the forensic mental health evaluation, it becomes apparent that the defendant is a victim of serious intimate partner violence, and the question is raised how her victimization may be related to the criminal behavior she is accused of. Psychological test results (MMPI-2 and TAT) are interpreted and integrated with collateral information. The pertinent literature on coercive-controlling intimate partner violence is reviewed. Alternative hypotheses, such as those related to malingering (faking bad), will be discussed. The second case will be presented by Dr. Kaser-Boyd. The examinee is a 38-year old state prison inmate who is seeking habeas relief regarding his sentence for murder. The case will review the nature of the crime and the inmate's criminal history, his prison record and participation in rehabilitation programs, and his current personality functioning. An analysis of his current risk to society, should he be released, will be presented in detail, employing methods of risk assessment using standardized personality testing (Personality Assessment Inventory) and structured professional judgment (HCR-20 – Version 2). The third case is that of an adolescent being examined after killing his parents. The defendant is a 16-year-old girl who, along with her boyfriend, killed her mother and stepfather. Dr. Kaser-Boyd will review the literature on adolescent brain development and present the psychological test results. Dr. de Ruiter will discuss risk assessment as utilized in the minor's sentencing hearing.

#### Goals and Objectives:

- 1) Can list at least three important ways in which forensic psychological assessment differs from clinical psychological assessment.
- 2) Can select a set of psychological tests for use in forensic psychological assessment, dependent on the psycholegal questions raised.

- 3) Can access, analyze and apply the existing scientific literature in relation to the findings of forensic psychological assessment at the case level.
- 4) Can integrate forensic psychological test results in an understandable and meaningful way.
- 5) Can assess advantages and disadvantages of structured risk assessment instruments, and take position in current debates on the use of actuarial tools in individual cases.

**Skill level:** participants need to have at least three years of experience conducting forensic psychological assessments.

#4

## Applications and Interpretation of the MMPI-2-RF (Restructured Form) in Forensic Settings

*Martin Sellbom, Ph.D., Australian National University*

**Wednesday – March 9 – 8:30 am - 5:00 pm, 7 CE**



This workshop introduces the 338-item version of the MMPI-2, the MMPI-2 Restructured Form (MMPI-2-RF) to psychologists working in forensic settings. The workshop will begin with a general introduction to the rationale for, and methods used to develop the instrument, the various materials available to score and interpret the test, psychometric functioning of the MMPI-2-RF scales, and interpretive recommendations. Next, a substantial portion of time will be devoted to applications of the MMPI-2-RF in both criminal (e.g., competency to stand trial, criminal responsibility, risk assessment) and civil (e.g., parental capacity, child custody) forensic evaluations. Psychometric findings from these settings will be reviewed as well. The workshop will also emphasize discussion on how to defend MMPI-2-RF opinions in court for general purposes of use, with an emphasis on Daubert and Frye challenges. Finally, case illustrations derived from a variety of criminal and civil settings will be provided.

### Goals and Objectives:

- 1) Assess the rationale for and methods used to develop the MMPI-2-RF.
- 2) Evaluate the psychometric findings available to guide MMPI-2-RF interpretation, with an emphasis on forensic settings.
- 3) Become familiar with how to defend MMPI-2-RF opinions in court for general purposes of use.
- 4) Know how to use the MMPI-2-RF in forensic psychological evaluations

**Skill level:** This is a beginner to intermediate level workshop; some background personality assessment (especially MMPI-2/MMPI-2-RF) and forensics would be helpful, but is not required.

#5

## Advanced MMPI-2 Interpretation: A Symptom-Focused Approach

*David Nichols, Ph.D.,*

**Wednesday – March 9 – 8:30 am – 5:00 pm, 7 CE**



This workshop will explore the relationships between expressed or observed symptoms and MMPI-2 findings, with an emphasis on relatively fine discriminations such as between dysphoria vs. depression vs. guilt vs. hopelessness, the various manifestations of anxiety and delusional expression, the differing expressions of psychoticism in delusional disorder, schizophrenia, and mania, expected differences between unipolar and bipolar depression, and similar questions that arise in psychodiagnostic evaluations. These questions will be approached bidirectionally, both from the standpoint of what elements and patterns of test indicators may be expected given a specific symptom/complaint, and what test patterns may reasonably lead the clinician to expect with regard to presenting symptoms and complaints. Although a general familiarity with the MMPI-2 code types and patterns and their typical correlates will be assumed, the code type approach to interpretation will not be emphasized here. Rather, the emphasis will be upon 1) specific test features that bear on symptomatic status, and 2) areas of redundancy within the total pattern of test findings that bear on the level of confidence that may be placed upon the conclusions to be drawn from these findings. The workshop will follow an interactive-tutorial format in which case examples are explored in pursuit of maximally individualized formulations. This workshop will assume a prior working knowledge of the standard validity and clinical scales, subscales, content scales, and supplementary scales, and their common and expectable correlates. Prospective registrants are urged to contribute MMPI-2 protocols on cases they know well, especially cases that have been deemed to present interpretive

challenges, as such cases have proven to be of unusually high instructional value in previous workshops. If you are willing to contribute such a case for this purpose, please contact the presenter at Davemult@aol.com.

## Goals and Objectives:

- 1) Will be able to discuss the role of the First Factor in evaluating overall MMPI-2 performance.
- 2) Will be able to describe and discriminate test features implicating delusions of control and delusions of persecution.
- 3) Can accurately list at least five features of syndromal depression – other than – dysphoria.
- 4) Can describe how cognitive disruption may be reliably distinguished from psychoticism.
- 5) Can accurately identify at least two MMPI-2 indicators relevant to the assessment of suicide risk.

**Skill level:** This workshop will assume a prior working knowledge of the standard validity and clinical scales, subscales, content scales, and supplementary scales, and their common and expectable correlates.

## #6

### Introducing the MMPI-A-RF

*Robert P. Archer, Ph.D., Eastern Virginia Medical School*

**Wednesday – March 9 – 8:30 am – 12:00 pm, 3.5 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 Substantive scales form a three-tiered hierarchical structure consisting of Higher-Order scales, Restructured Clinical (RC) scales, and Specific Problems (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 and the characteristics of test Validity scales and Substantive scales. An interpretation model will be presented, and illustrated through review of a clinical case example.

## Goals and Objectives:

- 1) Assess 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 use the MMPI-A-RF Validity and Substantive scales.
- 4) Develop a comprehensive interpretation strategy for the MMPI-A-RF

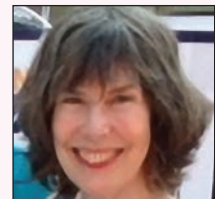
**Skill level:** This workshop is an introduction to the MMPI-A-RF. Graduate level education and assessment is required, and prior training in MMPI-A-RF is helpful.

## #7

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

*Anthony D. Bram, Ph.D., Cambridge Health Alliance/Harvard Medical School; Boston Psychoanalytic Society and Institute*  
*Mary Jo Peebles, Ph.D., ABPP, ABPH, Private Practice*

**Wednesday – March 9 – 1:30 pm – 9 pm, 7 CE**



Psychological testing is most valuable to the extent that it makes a meaningful difference in a person's treatment. Too often, though, testing falls short as treatment implications described in test reports are generic, unelaborated, or would have been obvious without the time and money invested in the evaluation. In this workshop, we present a person- and treatment-centered—as opposed to the more common test-centered—approach to psychological testing aimed to redress this. Synthesizing and updating the method that evolved and was taught in the postdoctoral training program at the Menninger Clinic in Topeka, KS from the 1940's through 2001, we present an approach to Psychological Testing that Matters (also the title of our recent book). Our workshop takes participants through a way of thinking about testing from the eliciting and clarifying questions posed by our referring colleague through the written report and other feedback. Along the way, we teach about: (1) the concept of treatment-centered diagnosis, (2) principles of inference-making, (3) how to assess crucial ego functions (reality testing, reasoning, emotional regulation, relatedness/alliance potential), linking each to their relevance in treatment planning, (4) how to make use of the patient-examiner relationship as data source and means of hypothesis testing, and (5) use of the



inference map as a tool to organize data to refine our formulation and treatment implications. We emphasize assessment using Rorschach, TAT, and Wechsler, as well as the patient-examiner relationship, as key data sources, though we believe this way of thinking transcends the particular tests used in a particular evaluation.

## Goals and Objectives:

- 1) List four (4) factors critical to level of confidence in interpretive inferences.
- 2) Describe three places (each) to look in psychological testing data for information about a patient's a) reality testing; b) reasoning; c) emotional regulation and d) relatedness/alliance.
- 3) Conduct a disciplined minisequence/configurational analysis and describe along with the associated models of treatment.
- 4) List the four paradigms of underlying developmental disruption along with the associated models of treatment.
- 5) Discuss six factors that enhance the treatment-relevance of a Test report.

**Skill level:** Participants have completed two graduate level courses in Psychological Assessment, have conducted a minimum of six test batteries that include free-response performance-based methods (projective tests) and will bring to the workshop one test data protocol of a patient that presented clinical or interpretive questions for them.

## #8

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

*Alessandro Crisi, Ph.D., Sapienza University, Rome*

*Jacob A. Palm, Ph.D., Southern California Center for Collaborative Assessment*



**Wednesday – March 9 – 1:30 pm – 9:00 pm, 7 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 undertaken with US-based clinicians. A recent meta-analysis (2012) 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) Understand and 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.



#9

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

*Chris M. Front, Psy.D., ABAP, Federal Aviation Administration*

**Wednesday – March 9 – 5:30 pm – 9:00 pm, 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.

#10

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

*Donald J. Viglione, Ph.D., ABPP, CSPP Alliant International University*

*Robert E. Erard, Ph.D., Psychological Institutes of Michigan, P.C.*

**Wednesday – March 9 – 5:30 pm – 9:00 pm, 3.5 CE**



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

structured clinical judgment instruments, and personality testing including the Rorschach in the adjusted actuarial assessment of propensities toward violent recidivism. It will also offer general considerations for using the Rorschach in court, principles and guidelines for the multimethod assessment of violent behavior, and a case illustration.

## Goals and Objectives:

Participants will:

- 1) Explain the difference between actuarial instruments and structured professional judgment tools in predicting violent recidivism.
- 2) Identify several static and dynamic risk and protective factors having a bearing on violent behavior.
- 3) Identify three pathways or mechanisms revealed by codes for violence suggested by Rorschach results.
- 4) Articulate limitations of Rorschach aggression content scores as measures of violence risk or aggressive preoccupation.

**Skill level:** Intermediate – Advanced: Participants in this workshop should have prior exposure to R-PAS, affording them some knowledge of the interpreted variables and normative system.

## #11

### The Rorschach Comprehensive System:

#### Coding and Administration

*Barry Ritzler, Ph.D., Rorschach Training Programs and Long Island University*

*Anthony Sciara, Ph.D., Rorschach Training Programs and Grove Clinic*

**Wednesday – March 9 – 5:30 pm – 9:00 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, Dr. Sciara will begin by reviewing proper administration procedures. Next, Dr. Ritzler will provide guidelines for several difficult coding decisions. Dr. Sciara's presentation will outline proper administration procedures to assure precision and standardization. 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. Both presenters will discuss the variables of XA%, WDA%, Human Response Variable, and the Perceptual Thinking Index. 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 coding decisions
- 3) To enable participants to calculate and interpret important Comprehensive System variables.
- 4) To answer questions participants may have about coding issues and administration.

**Skill level:** Participants must have had some clinical and academic experience with the Rorschach.

## #12

### Multicultural Tasks of Emotional Development (MultiTED) Test

*Edward E. Gotts, Ph.D., HSPP, Independent Researcher*

**Wednesday – March 9 – 5:30 pm – 9:00 pm, 3.5 CE**



The workshop shows how the MultiTED Test confronts children & adolescents with photographs representing 13 developmental challenges--about which they tell stories--for which standardized administration and objective scoring are used. In addition to large sample studies of non-clinic and clinic children, six (6) MultiTED dissertations at the MSPP are discussed. Contemporary photos are shown depicting images of children & adolescents representing four (4) racial-ethnic groups engaging in the 13 tasks. Workshop will familiarize attendees with construction, administration, scoring, and evidence for test reliability & validity. Case presentations will be used to illustrate both clinical & developmental issues. Varied test materials options are discussed with pros & cons for each.

## Goals and Objectives:

- 1) To articulate how and why MultiTED's 13 tasks were selected.
- 2) To explain MultiTED administration and scoring.
- 3) To examine evidence for MultiTED's reliability and clinical validity.
- 4) To analyze and explain the clinical significance of sample case materials.

**Skill level:** Familiarity assumed for basic psychometric theory: objective and projective test interpretation; developmental theory; importance of standardized testing, including use of non-leading response inquiry methods.

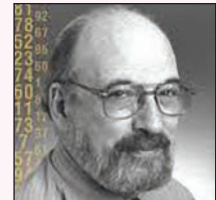
## #13

### Ethical Issues in Assessment and Scale Development

*Linda K. Knauss, Ph.D., ABPP, Widener University*

*David L. Streiner, McMaster University and University of Toronto*

**Thursday – March 10 – 8:30 – 12:00 pm, 3.5 CE**



Conducting psychological assessments can be one of the most ethically challenging areas of practice. Providing evaluations that are accurate, useful, and consistent with the latest advances in research and theory are only a few of the challenges. This workshop will discuss several ethical issues of concern for psychologists including ethical issues encountered in the course of developing and validating scales for research use, the release of raw test data, multicultural considerations, and third party requests for services.

## Goals and Objectives:

- 1) To recognize and resolve ethical dilemmas in the general practice of assessment.
- 2) To improve ethical decision making skills related to assessment.
- 3) To become aware of potential ethical problems involved in developing scales.
- 4) To know about a framework for evaluating ethical issues in scale development.

**Skill level:** Undergraduate

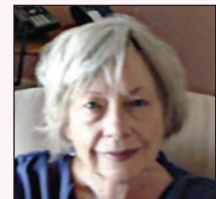
## #14

### Collaborative/Therapeutic Assessment in Family Court

*F. Barton Evans, Ph.D., Private Practice of Clinical and Forensic Psychology*

*Caroline Purves, Ph.D., Private Practice*

**Thursday – March 10 – 8:30 am – 12:00 pm, 3.5 CE**



Therapeutic and Collaborative Assessment (CTA) approaches to psychological assessment have shown increasing value in a variety of clinical settings. Collaborative assessors have adapted the CTA model to family court matters, where active collaboration between assessors, the court and forensic clients has not been the norm. Despite the fact that a collaborative style is usually distrusted by forensic psychologists, CTA offers a fruitful perspective to work with those clients. This workshop will present a forensic CTA model, which re-envision the task of forensic assessment as a complex collaboration between the forensic client, the legal system and the assessor. We begin the workshop with an emphasis on understanding of the psycho-legal structure in which CTA with forensic clients is embedded. We will describe how CTA has been productively used in two areas: CTA as an alternative to traditional child custody evaluations, and CTA in termination of parental rights cases. Questions such as lack of motivation, risk of manipulation, impact of the adversarial process, and neutrality of the assessor must and will be addressed. We describe how attorneys, judges and social services workers become collaborators in the process, along with the assessor and the client. Special emphasis will be given to the importance in forensic settings of using a multi-method approach, integrating self-report tests and performance based methods. Videotapes of live CTA and presentation of case examples will illustrate the workshop concepts.

## Goals and Objectives:

- 1) Demonstrate how CTA can be adapted for forensic settings by including attorneys, judges and social services workers as part of the collaborative process.
- 2) Describe how CTA has been used in termination of parental rights and child custody situations to the benefit of all concerned.
- 3) Discuss how multi-method psychological assessment is used in forensic CTA.
- 4) Demonstrate application of CTA to select forensic setting through case presentations

**Skill level:** Introductory to advanced. Should have interest in therapeutic assessment and some knowledge of psychological testing instruments.

## #15

### Getting More from the MCMI-IV: Enhanced Therapeutic Alliance Through Theory and Assessment

*Seth Grossman, Psy.D., FIU College of Medicine/Private Practice*

**Thursday – March 10 – 8:30 am – 12:00 pm, 3.5 CE**



This workshop examines the Millon Evolutionary Theory in depth, with the intent of utilizing personologic insights generated by the theory to enhance the therapeutic alliance through personalized feedback and therapeutic dialogue. Participants will utilize both traditional and collaborative models of interaction in exploring personal insights gleaned from use of the MCMI-IV and other Millon instruments, as well as other assessment data and collateral information. The workshop includes strategies from the personalized therapy model developed by Millon and Grossman, as well as those consistent with collaborative assessment models. Adult, child, college, and medical psych cases will be examined through application of the MCMI-IV, MIPS-2, MCCL, MACI, and MBMD to therapeutic challenges.

## Goals and Objectives:

- 1) Operationalize Millon's evolutionary theory for clinical interaction.
- 2) Use the primary personality scales and Grossman Facet Scales of the MCMI-IV to enhance the therapeutic alliance.
- 3) Apply clinical hypotheses from the MCMI-IV and other instruments to the structure of collaborative and therapeutic assessment.
- 4) Explore uses of the MACI, MIPS-2, MCCL, and MBMD for further therapeutic application.

**Skill level:** Intermediate: This workshop assumes familiarity with objective personality assessment through coursework and/or experience; prior training with Millon evolutionary theory and the MCMI (III or IV) is helpful but not a prerequisite.

## #16

### Thought Disorder and the Rorschach

*Martin Leichtman, Ph.D., Responsive Centers for Psychology and Learning*

**Thursday – March 10 – 8:30 am – 12:00 pm, 3.5 CE**



Although clinicians and researchers have long recognized the potency of the Rorschach Test as an instrument for the assessment of thought disorder, they have given remarkably little attention to articulating a rationale for its use. Indeed, most would be hard pressed to offer more than a vague explanation of why the various Rorschach thought disorder signs are signs of thought disorder. This workshop will: 1) provide a historical review of the ways in which the Rorschach has been used to investigate thought disorder; 2) describe the numerous of signs of thought disorder that have been advanced; 3) explore similarities between those signs and phenomena encountered in the Rorschach protocols of young children; 4) demonstrate why traditional theories of the Rorschach as a perceptual task are untenable and unable to provide a sound rationale for interpreting test scores; 5) outline a developmental theory of the Rorschach as a task of visual representation; and 6) show how that theory provides an explanation of each Rorschach thought disorder indicator and of levels of psychopathology associated with it.

## Goals and Objectives:

- 1) To be able to describe the major thought disorder signs on the Rorschach.
- 2) To understand why traditional theories of the Rorschach as a perceptual task are untenable and how a theory of visual representation provides a framework for understanding the nature of the Rorschach task and how the test is administered and interpreted.
- 3) To be able to describe the developmental stages through which children master the Rorschach Test.
- 4) To be able to compare and contrast similarities and differences between phenomena encountered in young children's Rorschach protocols and adult thought disorder indicators.
- 5) To be able to apply a theory of the Rorschach as a task of visual representation to the explanation of thought disorder signs.

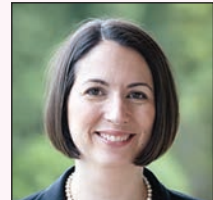
**Skill Level:** Any psychologists with an interest in the Rorschach.

#17

## Hands-On Report Writing Workshop

*Anita Boss, Psy.D., ABPP, American Academy of Forensic Psychology*  
*Julie Gallagher, Psy.D., ABPP, American Academy of Forensic Psychology*

**Thursday – March 10 – 8:30 am – 12:00 pm, 3.5 CE**



This interactive workshop is intended for clinicians who wish to improve their report writing skills, as well as those considering pursuing forensic board certification. Participants will submit an anonymized report in advance and the group will discuss methods to improve the communication of their findings. Grounding our work in ethics will be emphasized. This is intended to be an experiential, discussion-based workshop with a brief didactic piece to operationalize specific report writing guidelines. This workshop is appropriate for both forensic and general clinicians working with children and adults, though there will be some emphasis on forensic ethics and communication. Please note that work samples submitted for this workshop cannot be used as part of one's board certification application.

## Goals and Objectives:

- 1) Practice new techniques for presenting assessment data.
- 2) Refine report sections to present data clearly.
- 3) Communicate assessment findings clearly and concisely.
- 4) Apply ethical guidelines to report writing.
- 5) Engage in professional consultation with forensic experts and peers.

**Skill Level:** Participants should have some experience with report writing in a professional psychology context.



8:00 am – 5:00 pm      Registration

8:30 am – 5:00 pm      Full-Day Workshops (4)

**#1 - The Rorschach Performance Assessment System: Overview and Case Illustration**

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

*Joni L. Mihura, Ph.D., University of Toledo, OH*

8:30 am – 5:00 pm, 7 CE - Location: Chicago Ballroom A

**#3 - Forensic Psychological Assessment in Practice: Case Studies**

*Corine de Ruiter, Ph.D., Maastricht University*

*Nancy Kaser-Boyd, Ph.D., Geffen School of Medicine, UCLA*

8:30 am – 5:00 pm, 7 CE – Location: Houston

**#4 - Applications and Interpretation of the MMPI-2-RF  
(Restructured Form) in Forensic Settings**

*Martin Sellbom, Ph.D., Australian National University*

8:30 am - 5:00 pm, 7 CE – Location: Denver

**#5 - Advanced MMPI-2 Interpretation: A Symptom-Focused Approach**

*David Nichols, Ph.D.*

8:30 am – 5:00 pm, 7 CE – Location: Chicago Ballroom B

8:30 am -12:00 pm      Half Day Workshops – Morning (2)

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

*Hadas Pade, Psy.D., CSPP Alliant International University*

*A. Jordan Wright, Ph.D., Empire State College, SUNY*

8:30 am – 12:00 pm, 3.5 CE - Location: Los Angeles

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

*Robert P. Archer, Ph.D., Eastern Virginia Medical School*

8:30 am – 12:00 pm, 3.5 CE – Location: Chicago Ballroom C

10:15 am – 10:30 am      Break

Chicago Ballroom PreFunction

12:00 pm – 1:30 pm      Lunch Break

1:30 pm – 9:00 pm      Full Day Workshops – Afternoon/Evening (2)

**#7 - Psychological Testing That Matters: Creating a Road Map for Effective Treatment**

*Anthony D. Bram, Ph.D., Cambridge Health Alliance/Harvard Medical School; Boston*

*Psychoanalytic Society and Institute*

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

1:30 pm – 9 pm, 7 CE – Location: Chicago Ballroom C

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

*Alessandro Crisi, Ph.D., Sapienza University, Rome*

*Jacob A. Palm, Ph.D., Southern California Center for Collaborative Assessment*

1:30 pm – 9:00 pm, 7 CE – Location: Los Angeles

3:00 pm – 3:15 pm Break

Chicago Ballroom PreFunction

5:30 pm – 8:00 pm Board of Trustees Meeting

Chicago Ballroom F

5:30 pm – 9:00 pm Half-Day Workshops - Evening (4)

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

*Chris M. Front, Psy.D., ABAP, Federal Aviation Administration*

5:30 pm – 9:00 pm, 3.5 CE – Location: Chicago Ballroom A

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

*Donald J. Viglione, Ph.D., ABPP, CSPP Alliant International University*

*Robert E. Erard, Ph.D., Psychological Institutes of Michigan, P.C.*

5:30 pm – 9:00 pm, 3.5 CE – Location: Houston

## #11 - The Rorschach Comprehensive System: Coding and Administration

*Barry Ritzler, Ph.D., Rorschach Training Programs and Long Island University*

*Anthony Sciara, Ph.D., Rorschach Training Programs and Grove Clinic*

5:30 pm – 9:00 pm, 3.5 CE – Location: Denver

## #12 - Multicultural Tasks of Emotional Development (MultiTED) Test

*Edward E. Gotts, Ph.D., HSPP, Independent Researcher*

5:30 pm – 9:00 pm, 3.5 CE – Location: Chicago Ballroom B

7:15 pm – 7:30 pm Break

Chicago Ballroom PreFunction

8:00 am – 5:00 pm	Registration	
8:00 am – 12:00 pm	Board of Trustees Meeting	
8:30 am – 12:00 pm	Exhibit/Bookstore Setup	Chicago Ballroom E
8:30 am – 12:00 pm	Half-Day Workshops - Morning (5)	
<b>#13 - Ethical Issues in Assessment and Scale Development</b>		
<i>Linda K. Knauss, Ph.D., ABPP, Widener University</i>		
<i>David L. Streiner, McMaster University and University of Toronto</i>		
8:30 – 12:00 pm, 3.5 CE – Location: Houston		
<b>#14 - Collaborative/Therapeutic Assessment in Family Court</b>		
<i>F. Barton Evans, Ph.D., Private Practice of Clinical and Forensic Psychology</i>		
<i>Caroline Purves, Ph.D., Private Practice</i>		
8:30 am – 12:00 pm, 3.5 CE – Location: Chicago Ballroom A		
<b>#15 - Getting More from the MCMI-IV: Enhanced Therapeutic Alliance Through Theory and Assessment</b>		
<i>Seth Grossman, Psy.D., FIU College of Medicine/Private Practice</i>		
8:30 am – 12:00 pm, 3.5 CE – Location: Los Angeles		
<b>#16 - Thought Disorder and the Rorschach</b>		
<i>Martin Leichtman, Ph.D., Responsive Centers for Psychology and Learning</i>		
8:30 am – 12:00 pm, 3.5 CE – Location: Chicago Ballroom B		
<b>#17 - Hands-On Report Writing Workshop</b>		
<i>Anita Boss, Psy.D., ABPP, American Academy of Forensic Psychology</i>		
<i>Julie Gallagher, Psy.D., ABPP, American Academy of Forensic Psychology</i>		
8:30 am – 12:00 pm, 3.5 – Location: Denver		
10:15 am – 10:30 am	Break	Chicago Ballroom E
12:00 pm – 5:00 pm	Exhibits Open	Chicago Ballroom E
12:00 pm – 1:30 pm	Lunch Break	
12:15 pm – 1:15 pm	Lunch Presentation ABAP (1 CE)	Houston
	Preparing for your Diplomate in Assessment Psychology <i>A. Jordon Wright, Ph.D., ABAP</i>	
12:15 pm – 1:15 pm	SPAGS Board Meeting Lunch	Harvest Restaurant
12:15 pm – 1:15 pm	JPA Editor/Associate Editor Lunch	Chicago Ballroom H

12:15 pm – 1:15 pm	<b>Information Sessions</b> Proficiency in Personality Assessment <i>Hadas Pade</i>	Denver
1:30 pm – 3:00 pm	<b>Opening Plenary Session</b> <b>Opening Remarks</b> <i>Robert P. Archer, Program Chair and President-Elect, SPA Board of Trustees</i>	Chicago Ballroom D
	<b>Presidential Address (1 CE)</b> <i>Personality Assessment: Discovering Connections</i> <i>Robert F. Bornstein, President SPA Board of Trustees</i>	
3:15 pm – 4:15 pm	<b>Bruno Klopfer Award (1 CE)</b> <i>Robert D. Hare, Ph.D.</i> <i>Introduction, Marvin Acklin</i>	Chicago Ballroom D
4:15 pm – 4:30 pm	<b>Break</b>	Chicago Ballroom E
4:30 pm – 6:30 pm	<b>Scientific Sessions (6)</b>	
	<b>Symposium A: Diversity at the Crossroads: Intersectionality and Personality Assessment (2 CE)</b> Chair: <i>Virginia Brabender, Widener University, Swarthmore PA</i>	Chicago Ballroom A
	What is Intersectionality and Why Is It Important To Personality Assessors? <i>Virginia Brabender, Widener University, Swarthmore PA</i>	
	Intersectionality in the Assessment of an Internationally Adopted Adolescent Girl <i>A. Jordan Wright, Empire State College, SUNY, NY</i>	
	Intersectionality in the Assessment of an Immigrant Woman <i>Giselle Hass, Independent Practice, Washington, DC</i>	
	Intersectionality Expressed Through Rorschach Structure and Content <i>Jed Yalof, Immaculata University, Immaculata, PA</i>	
	Discussant: <i>Joni Mibura, University of Toledo, Toledo, OH</i>	
	<b>Roundtable B: JPA Editor's Roundtable</b> Chair: <i>Steven K. Huprich, Wichita State University, Wichita, KS</i>	Denver
	<i>Robert Erard, Psychological Institutes of Michigan, P.C.</i> <i>Amanda J. Clemence, Austen Riggs Center</i> <i>Justin D. Smith, Northwestern University, Chicago, IL</i> <i>Richard W. Handel, Eastern Virginia Medical School, Norfolk, VA</i> <i>Hal Shorey, Widener University, Swarthmore, PA</i> Discussant: <i>Steven K. Huprich, Wichita State University, Wichita, KS</i>	

**Paper Session C: The Hungarian Rorschach System and the French  
A Scoring System for the TAT-Methodology and Clinical Case Illustrations**

**Houston**

Chair: *Sarah Hedlund, George Washington University, Washington, DC*  
*Maria Filipe Lima, Gergely Földesi, George Washington University,  
Washington, DC*

Discussant: *Sarah Hedlund, George Washington University, Washington, DC*

**Paper Session D: Advances in Rorschach Assessment**

**Chicago Ballroom B**

Chair: *Donald Viglione, California School of Professional Psychology, Alliant  
International University, San Diego, CA*

**Empirical Findings Relevant to the Assessment of Psychosis and Severity of Psychological  
Disturbance with the Rorschach Performance Assessment System**

*Donald Viglione, California School of Professional Psychology, Alliant International  
University, San Diego, CA*

*Wen-So Su, Asia University, Taichung City, Taiwan*

**The Meaning of Rorschach Content – Bats, Bears, Airplanes, Etc.**

*Michael Teehan, University of Toronto, Ontario, Canada*

**Rorschach Assessment of a Patient with Dissociative Identity Disorder**

*Kirsten Benum, Ellen Hartman, University of Oslo, Oslo, Norway*

**Rorschach Indicators of Modern Terrorism**

*Barry Ritzler, Long Island University, Rorschach Training Programs*

**An Italian Inter-rater Reliability Study of R-PAS Raw and Complexity Adjusted Scores**

*Claudia Pignolo, Luciano Giromini, Agata Ando, Marzia DiGirolamo, Davide  
Ghirardello, University of Turin, Italy*

*Laura Ferro, University of Valle d'Aosta, Aosta, Italy*

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

**Paper Session E: Conceptualization and Assessment of  
Personality Disorders**

**Chicago Ballroom C**

Chair: *Kevin Bolinsky, Indiana State University, Terre Haute, IN*

**A Comparison of the Personality Disorder Interview for DSM-IV (PDI-IV) and the Structured  
Clinical Interview for DSM-IV Axis II (SCID-II) in Identifying Premorbid Personality  
Disturbance in Schizotypic College Students**

*Kevin Bolinsky, Janice Guidi, Indiana State University, Terre Haute, IN*

**Structural and Construct Validation of Personality Disorder Symptomatology**

*Trevor Williams, University at Buffalo, State University of New York*

**Evaluation of the DSM-5 Section III Personality Disorder Impairment Criteria**

*Jaime L. Anderson, University of Alabama*

*Martin Sellbom, Australian National University, Canberra, Australia*



Narcissistic and Borderline Personality Disorder Symptoms in Romantic Couples Disrupt Both Interpersonal and Physiological Dynamics During Relational Disagreements

*Michael Hallquist, Penn State University, State College, PA*

*Aidan Wright, Joseph Beeney, Stephanie Stepp, Lori Scott, Paul Pilkonis, University of Pittsburgh, Pittsburgh, PA*

Clinical Utility and Utilization of DSM Personality Disorder Diagnostic Labels

*Aimee Sohnleitner, Sharon Nelson, Eastern Michigan University*

*Steven Huprich, Wichita State University, Wichita, KS*

Towards A Comprehensive Conceptualization of Pathological Narcissism: Grandiose and Vulnerable Aspects as Detected by Interpretation Biases

*Michal Weiss, Jonathan D. Huppert, The Hebrew University of Jerusalem*

**Paper Session F: Innovations in Psychological Assessment [AN]**

**Los Angeles**

Chair: *John Porcerelli, Wayne State University, School of Medicine*

Assessing Level of Personality Organization with the Psychodynamic Checklist for the Psychodynamic Diagnostic Manual

*V. Barry Dauphin, University of Detroit Mercy, Detroit, MI*

*Jon Hinrichs, Wayne State University, Detroit, MI*

*Cheryl Munday, University of Detroit Mercy, Detroit, MI*

*Ray Kamoo, Pinnacle Rehabilitation Services, Southfield, MI*

*Paul Klinger, Psychological Assets, Birmingham, MI*

Exploring Meta-Cognition Through Method Convergence

*Wei-Jean Chung, S. Justin Sinclair, Laura Richardson, Christina N. Massey, Christina M. Temes, Michelle B. Stein, Mark A. Blais, Massachusetts General Hospital & Harvard Medical School, Boston, MA*

Neuropsychological Indicators of Suicide Risk as Moderated by Psychiatric Symptoms

*Christina M. Temes, Mark A. Blais, S. Justin Sinclair, Massachusetts General Hospital & Harvard Medical School, Boston, MA*

The Psychopathology Spectra Inventory (PSI): An Exploration of Validity and Clinical Utility

*S. Justin Sinclair, Mark A. Blais, Massachusetts General Hospital & Harvard Medical School, Boston, MA*

Composite Measurement as a Necessary Method in the Study of Personality and Genetics

*Stephen K. Snider, Allan R. Harkness, Rachel R. Lee, Ryley N. Johnson, John L. McNulty, University of Tulsa, Tulsa, OK*

The Pragmatics of Assessing Attachment Styles in Clinical Settings

*Hal Shorey, Widener University, Swarthmore, PA*

5:00 pm – 8:00 pm      **Photo Booth Open**

6:45 pm – 7:45 pm      **Book Signing**

**Chicago Ballroom E**

6:45 pm – 7:45 pm **President's Welcome Reception**

6:45 pm – 7:45 pm **Poster Session I**

**Chicago Ballroom E**

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

Survey of Test Use and Test Order

*Jed Yalof, Isabella Ezri, Melissa Hillebrecht, Lisa Jannetta, Anna Stadtmueller,  
Immaculata University, Malvern, PA*

PTSD & Self-Other Representations in Urban Women: A Multi-Narrative Study

*Daniel J. Porcerelli, University of Detroit Mercy, Detroit, MI  
Rosemary Cogan, Texas Tech University, Lubbock TX  
John H. Porcerelli, Wayne State University, School of Medicine, Detroit, MI*

A Case Study: Multicultural Psychodiagnostic Assessment

*Jed Yalof, Isabella Ezri, Patricia Snyder, Immaculata University, Malvern, PA*

Patient Relatedness and Medical Encounter Ratings in Primary Care

*Theresa Andare, Maria Christoff, University of Detroit Mercy  
Laura Richardson, Massachusetts General Hospital/Harvard Medical School, Boston, MA  
John H. Porcerelli, Wayne State University, School of Medicine, Detroit, MI*

Using the Emotional Assessment System to Identify Population Sub-Group Differences

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

The Big Five and Video Game Preference and Usage

*Nicole Mazur, University of Michigan-Dearborn, Dearborn, MI*

The Impact of Differential Levels of Over Reporting on the MMPI-2 on Criterion Scale Scores in a College Student Sample

*Kelsey Hurm, Johnathan D. Forbey, Ball State University, Muncie, IN*

Dependence Scale From The Dimensional Clinical Personality Inventory: IRT and ROC Analysis Application to Clinical Cut-Off Establishment

*Giselle Pianowski, Nelson Hauck Filho, Lucas de Francisco Carvalho, Universidade  
Sao Francisco, Itatiba-SP, Brazil*

Attracted to Now: Using the Big Five and HEXACO Models to Examine Attraction to Mindfulness-Based Interventions at Work

*Haley Cobb, Katina Sawyer, John E. Kurtz, Villanova University, Villanova, PA*

Treatment Process Index of the PAI: Internal Structure and Correlates

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

Correlates Between the Big Five and Social Media Usage in Female College Students

*Yaeun Lee, Samantha Cranford, Elizabeth Mahar, John E. Kurtz, Villanova  
University, Villanova, PA*

## Early Memories and Their Relationship to Psychopathology, Abuse, Health, and Doctor-Patient Relationships: A Primary Care Study

*Rebecca Morris, University of Detroit Mercy, Detroit, MI*

*Eleanor King, Wayne State University, Detroit, MI*

*John Porcerelli, Wayne State University, Detroit, MI*

## Mapping Malevolence to the PID-5: Delineating Dark Triad Personality Traits

*David Saltzman, Jessica Grom, Villanova University, Villanova, PA*

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

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

## Factor Structure of Computer Adaptive Test of Personality Disorder Traits

*Matthew M. Yalch, Christopher J. Hopwood, Michigan State University*

## Gang Membership and Resiliency Among Girls

*Cortney Beasley, PGSP-Stanford Consortium, Palo Alto, CA*

## The Pfister's Colored Pyramids Test in the Assessment of Children Externalizing and Internalizing Behaviors

*Philipe Gomes Vieira, Anna Elisa de Villemore-Amaral, Universidade Sao Francisco, Itatiba-SP, Brazil*

## Personality Scores of Substance Users Not Engaged in Substance Abuse Treatment

*Jeremy Zane, Sister Donna Kelley, Immaculata University, Immaculata, PA*

## Convergence of PAI-A Depression Scale with Other Indices of Depression in an Adolescent Inpatient Sample

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

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

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

## Interpersonal Problems and Sensitivities in Adolescent Twins

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

## Psychological Assessment in Primary Care: What Does It Look Like and Who Does It?

*Eleanor King, Wayne State University, Detroit, MI*

*John Jones, Khrystyna Melnyk, University of Detroit Mercy, Detroit, MI*

*John Porcerelli, Wayne State University, School of Medicine, Detroit, MI*

## The Relationship Between MMPI-2-RF PSY-5 Scales and Substance Use: Disconstraint-Lite

*William T. Bryant, John L. McNulty, Allan R. Harkness, University of Tulsa, Tulsa, OK*

## Dark Thoughts: Predicting Suicidal Ideation Using the Acceptance and Action Questionnaire

*Erica Szkody, Amy V. Paggeot, Nikita Bhatnagar, Carly Ralston, Alysha Reed, Eastern Michigan University, Ypsilanti, MI*

## Personality and Self-Conscious Emotions

*Pardis Khosravi, PGSP-Stanford, Palo Alto, CA*

*Victoria Cosgrove, Stanford University, Stanford, CA*

The Effect of Negative Parental Attributes on Adult Rorschach Cooperative and Aggressive Movement

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

Psychological Adjustment in Artists: Is Creative Drive a Daemon or a Demon?

*Kelly Dillon, Roosevelt University, Chicago, IL*

Developing Russian and Korean Versions of the EAS-5: Challenges and Implications

*Yena Oh, Nadia Alexandrova, Roosevelt, University, Chicago, IL*

Interpersonal Dependency in Child Abuse Perpetrators and Victims: A Meta-Analytic Review

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

Correlates of Borderline Personality Disorder in an Acute Care Sample of Nonsuicidal Self-Injury Patients

*Nicole Hayes, Northwestern University, Chicago, IL*

*Gregory Lengel, Denise Styer, Alexian Brothers Health Hospital, Chicago, IL*

*Jason Washburn, Northwestern University, Alexian Brothers Health Hospital Chicago, IL*

The Human “Experimental Animal”: Psychological Assessment of a Woman Suffering from Delusional Disorder

*Maura De Battista, Maria Fiorella Gazale, San Paolo, University Hospital, Milano, Italy*

Descriptive Statistics of a Suicidal Patient’s Sample

*Maria Fiorella Gazale, San Paolo, University Hospital, Università degli Studi di Milano, Italy*

*Patrick Fontan, Université de Reims Champagne-Ardenne, Laboratoire IPSe, Paris West University, France*

*Maura De Battista, Rosanna D’Arrezzo, San Paolo, University Hospital, Milano, Italy*

*Daniela Nicodemo, Private Office, Milan, Italy*

Depression From A Distance: The Use of Keystroke Dynamics in Tele-Diagnosis

*Dennis Bernstein, Miri Barchak, Psych Tech Ltd., Jerusalem, Israel*

*Elad Eben, Independent Consultant*

Interpersonal Decentering and Depression Following a Romantic Breakup

*Molly S. Tucker, Kathleen M. Butler, Kristan Dziurzynski, Sharon R. Jenkins,*

*Joshua A. Wilson, University of North Texas, Denton, TX*

8:00 pm SPAGS Social

## 2016 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.\*

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*\*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.*



**\* PHOTOBOOTH \***

**NEW TO THE SPA!**

- Stop by and take a photo with friends, students, or colleagues at our new photobooth & never forget your 2016 SPA convention experience!
- Look for photobooth outside of the Chicago Ballroom on Thursday & Saturday from 5-8 PM



- 7:30 am – 8:30 am    **Proficiency Committee Breakfast Meeting**    **Miami**
- 8:00 am – 5:00 pm    **Registration**
- 8:00 am – 5:00 pm    **Exhibits Open**    **Chicago Ballroom E**
- 8:30 am – 10:30 am    **Scientific Sessions (6)**

**Symposium A: The Integration of Multiple Personality Assessment Paradigms via DSM-5 Section III Personality Disorder Diagnosis (2 CE) [I/M]**    **Chicago Ballroom A**  
 Chair: *Christopher J. Hopwood, Michigan State University, East Lansing, MI*

Paradigmatic Pluralism in Personality Assessment  
*Mark H. Waugh, Private Practice, Oak Ridge, TN*

Paradigms of Personality Assessment and Level of Personality Functioning in the DSM-5 Alternative Model of Personality Disorders  
*Aaron L. Pincus, Pennsylvania State University, State College, PA*

DSM-5 Alternative Personality Disorder Model Traits: Connections with Empirical, Interpersonal, and Multivariate Paradigms of Personality Assessment.  
*Robert F. Krueger, University of Minnesota,*

An Expert-Generated DSM-5 Section III Diagnosis of Madeline G  
*Christopher J. Hopwood, Michigan State University, East Lansing, MI*

Discussant: *Nicole M. Cain, Long Island University, Long Island, NY*

**Symposium B: The Practical Rorschach: Adapting the Rorschach for the 21<sup>st</sup> Century (2 CE)**    **Chicago Ballroom B**  
 Chair: *James Choca, Roosevelt University, Chicago, IL*

The Practical Rorschach  
*James Choca, Edward Rossini, Roosevelt University, Chicago, IL*  
*Gregory Meyer, University of Toledo, Toledo, OH*

**Paper Session C: Assessment of Adolescents with the MMPI-A-RF [C/A]**    **Chicago Ballroom C**  
 Chair: *Radhika P. Krishnamurthy, Florida Institute of Technology, Melbourne, FL*

Exploration of MMPI-A-RF Psychopathology Five (PSY-5) and Higher-Order (H-O) Scales in an Adolescent Psychiatric Population  
*David Pogge, Four Winds Hospital, Katonah, NY*  
*John Stokes, Pace University, New York, NY*  
*Robert Archer, Eastern Virginia Medical School*

Who Invalidates the MMPI-A-RF?  
*Deborah Arnett, Linda J. Baum, Regent University, Virginia Beach, VA*

An Evaluation of Response Comparability For Corresponding MMPI-A-RF and MMPI-A Items  
*Stephanie Dawn Carter, Radhika Krishnamurthy, Florida Institute of Technology, Melbourne, FL*

## Comparability of MMPI-A-RF and MMPI-A Validity and Clinical Scales in an Adolescent Psychiatric Population

*John Stokes, Pace University, New York, NY*  
*David Pogge, Four Winds Hospital, Katonah, NY*  
*Robert Archer, Eastern Virginia Medical School*

## Paper Session D: Self-Report Inventories in Varied Populations

**Denver**

Chair: *Kevin Bolinskey, Indiana State University, Terre Haute, IN*

### MMPI-2-RF Correlates of Substance Use in College Students

*Erin McTiernan, Kaitlin Arnold, Kelly Schuder, Kevin Meyers, Janice Guidi, Elizabeth A. Smith, Yelena Gonzalez, Kevin Bolinskey, Indiana State University, Terre Haute, IN*

### Searching for Demoralization Among the Personality Disorders

*Rayna Herren, Sonya Padilla, Lindsey Bupp, Clara Davidson, Darwin Dorr, Wichita State University, Wichita, KS*  
*Clarence Morgan, University of Kansas School of Medicine, Wichita, KS*

### An Examination of the Feigned Profiles of Post-Traumatic Stress Disorder on the MMPI-2-RF and PAI

*Ronald Stolberg, Parissa Nili, Kaila Smith, Nadin Rizk, Jessica Stacy, Donald Viglione, Alliant International University, San Diego, CA*  
*Luciano Giromini, University of Turin, Turin, Italy*  
*Joseph McCullaugh, Alliant International University, San Diego, CA*

### A Comparison Between Iranian American MMPI-2 and MMPI-2-RF Scores: The Effect of Acculturation

*Parissa Nili, Ronald Stolberg, Nadin Rizk, Mojgan Khademi, Alliant International University, San Diego, CA*  
*Negar Shekarabi, University of California, Irvine, CA*

### Analysis of MMPI-2 Profiles of Californians Applying for Concealed Weapons Permits

*Emma Porterfield, James Madero, Ronald Stolberg, Alliant International University, San Diego, CA*

### An Investigation of the MMPI-2-RF and PAI Validity Scales and their Utility in Identifying Feigned Post-Traumatic Stress Disorder

*Ronald Stolberg, Nadin Rizk, Parissa Nili, Kaila Smith, Donald Viglione, Alliant International University, San Diego, CA*  
*Luciano Giromini, University of Turin, Turin, Italy*  
*Courtney Krajenka, Lauren Golden, Alliant International University, San Diego, CA*

## Roundtable E: Expert Strategies in Grant Writing (sponsored by SPAGS)

**Houston**

*Leonard J. Simms, University at Buffalo, State University of New York*  
*J. D. Smith, Northwestern University, Chicago, IL*  
*Aidan G. C. Wright, University of Pittsburgh, Pittsburgh, PA*  
*Hans S. Schroder, Michigan State University, East Lansing, PA*

## Paper Session F: Health Psychology: Describing Personality and Predicting Outcomes

Los Angeles

Chair: *Anthony Terescavage, Kent State University, Kent, OH*

An Old Security Blanket or a New Sound Investment: Prospective Comparison of the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) and MMPI-2-Restructured Form (MMPI-2-RF) in Predicting Treatment Outcomes Among Chronic Low Back Pain Patients

*Anthony Tarescavage, Kent University, Kent, OH*

*Judith Scheman, Cleveland Clinic Foundation, Cleveland, OH*

*Yossef S. Ben-Porath, Kent State University, Kent, OH*

Psychological State and Trait Correlates of Perceived Illness-Related Stigma Prior to Radiotherapy for Prostate Cancer

*Sara Walker, Yiyi Chen, Kyungjeen Paik, Alexis Fields, Brandy Mirly, Arthur Hung,*

*Charles Thomas, Jr., Oregon Health and Science University, Portland, OR*

Neurocognitive Correlates of the Rorschach in a Geriatric Population (N=102)

*Emiliano Muzio, Private Practice, Helsinki, Finland*

Predicting One-Year Functional Disability and Emotional Functioning of Spine Surgery Patients with the MMPI-2-RF

*Ryan J. Marek, Yossef S. Ben-Porath, Kent State University, Kent, OH*

*Andrew R. Block, Texas Back Institute, Plano, TX*

Personality Correlates of Post-Traumatic Stress Symptoms in Cancer Patients

*Laura Shiffrin, Kate Szymanski, Adelphi University, Garden City, NY*

10:30 am – 10:45 am	Break	Chicago Ballroom E
10:45 am – 11:45 am	Master Lecture I: Paul Lerner Memorial Lecture (1 CE) – <i>Dan McAdams</i>	Chicago Ballroom D
11:45 am – 1:15 pm	Lunch Break	
12:00 pm – 1:00 pm	SPAGS Diversity Lunch	Miami
12:00 pm – 1:00pm	Interest Group Meetings Collaborative/Therapeutic Assessment [CT] Forensic [FO] Health Psychology	Chicago Ballrooms F & G Chicago Ballroom A Denver
1:15 pm – 2:15 pm	Master Lecture II (1 CE) – <i>John Cacioppo</i>	Chicago Ballroom D
2:15 pm – 2:45 pm	Exhibitor Break	Chicago Ballroom E
2:45 pm – 4:45 pm	Scientific Sessions (6)	
4:45 pm – 5:00 pm	Break	Chicago Ballroom E

## Paper Session G: Diverse Methods of Interpersonal Assessment [I/M]

Denver

Chair: *Aaron Pincus, Pennsylvania State University, University Park, PA*

Value Priorities Assessment: Application of the Structural Summary Method for Circumplex Data

*Michael B. Gurtman, University of Wisconsin-Parkside, Kenosha, WI*

Examining the Interpersonal Nature of the DSM-5 Section III Alternative Model of Personality Disorders Using Bootstrapped Circular Confidence Intervals.

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

*Aaron Pincus, Pennsylvania State University, University Park, PA*

## Functional Impairments and Life Satisfaction: Associations with Daily Social Behavior

*Nicole E. Ellerbeck, Emily B. Ansell, Yale University, New Haven, CT  
Aaron Pincus, Lizbeth Benson, David E. Conroy, Nilam Ram, Pennsylvania State University, University Park, PA*

## Integrating Statistical and Graphical Approaches to Model Demand-Withdraw Processes in Spousal and Parent-Adolescent Discussion

*Katherine M. Thomas, Purdue University, West Lafayette, IN  
Emily B. Ansell, Yale University, New Haven, CT  
C. Emily Durbin, Christopher J. Hopwood, Michigan State University, East Lansing, MI  
Sindes Dawood, Aaron Pincus, Pennsylvania State University, University Park, PA*

## Paper Session H: Psychometric Properties and Clinical Utility of the Social Cognition and Object Relations Scale-Global Rating Method (SCORS-G) and the Thematic Apperception Test

**Houston**

Chair: *Michelle Stein, Massachusetts General Hospital, Boston, MA*

## Deconstructing Global: A Factor Analysis of the SCORS-G Scales

*Caleb Siefert, Danielle Funke, University of Michigan, Dearborn, MI*

## The Relationship Between the SCORS-G Factor Structure, Somatization, and Physical Health in a Clinical Population

*Laura A. Richardson, Michelle Stein, Massachusetts General Hospital, Boston, MA  
Jenelle Slavín Mulford, Georgia Regents University, Augusta, GA  
Wei-Jean Chung, S. Justin Sinclair, Mark Blais, Massachusetts General Hospital, Boston, MA*

## Fewer Cards, No Problem: A Brief Card Set with Good Internal Consistency for the SCORS-G

*Simone Nowak, Caleb Siefert, University of Michigan-Dearborn, MI*

## Extending the Use of the SCORS-G Composite Rating in Assessing Level of Personality Organization

*Michelle Stein, Massachusetts General Hospital, Boston, MA  
Jenelle Slavín Mulford, Georgia Regents University, Augusta, GA  
Laura A. Richardson, Michelle Stein, Massachusetts General Hospital, Boston, MA  
Wei-Jean Chung, S. Justin Sinclair, Mark Blais, Massachusetts General Hospital, Boston, MA*

Discussant: *John Porcerelli, Wayne State University, Rochester Hills, MI*

## Paper Session I: Advances in Rorschach Research-1

**Chicago Ballroom A**

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

## The Impact of Modeling R-Optimized Administration on Rorschach Variables That May Convey Projective Material

*Giselle Pianowski, Universidade Sao Francisco, Brazil  
Gregory J. Meyer, University of Toledo, Toledo, OH  
Anna Elisa de Villemore-Amaral, Universidade Sao Francisco, Brazil*

## Correlation Between Rorschach (R-PAS) Variables and the Magical Ideation Scale: Validity Evidence with Diagnoses of Schizophrenia

*Philipe Gomes Vieira, Anna Elisa de Villemore-Amaral, Universidade Sao Francisco, Brazil*

Narcissistic Self-Esteem, Anger and Defensive Patterns: An Experimental Design with the Rorschach Inkblot Task

*Emanuela S. Gritti, Milano-Bicocca University, Milano, Italy*

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

*David P. Marino, Gregory J. Meyer, University of Toledo, Toledo, OH*

Examining the Impact of Films with Hostile and Communal Themes on Self-Reported Experiences and Rorschach Variables

*Wei-Cheng Hsiao, Gregory J. Meyer, Joni L. Mihura, University of Toledo, Toledo, OH*

Reassessment of Adults with the Rorschach After 15 Years: An Analysis with the R-PAS System.

*Fabiana R. Freitas, SP-University of Sao Paulo*

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

*Sonia Regina Pasian, SP-University of Sao Paulo*

**Roundtable Discussion J: Women in Personality Assessment (2 CE)**

**Chicago Ballroom B**

Chair: *Virginia Brabender, Widener University, Swarthmore, PA*

Women in Personality Assessment #1

*Radhika Krishnamurthy, Florida Institute of Technology, Melbourne, FL*

Women in Personality Assessment #2

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

Women in Personality Assessment #3

*Hadas Pade, Alliant University, San Jose, CA*

Women in Personality Assessment #4

*Stacey Boyer, Widener University, Swarthmore, PA*

**Symposium K: Current Models of Personality and Psychopathology: Bridging the Gap Between Research and Clinical Applications (2 CE)**

**Chicago Ballroom C**

Chair: *Adam H. Crighton, Kent State University, Kent, OH*

An Integrative Model of Personality and Psychopathology

*David Watson, University of Notre Dame, Notre Dame, IN*

Assessing Maladaptive Variants of the Five Factor Model

*Tom Widiger, University of Kentucky, Lexington, KY*

The Five Factor Model: Bridging the Basic Science of Personality and the Applied Field of Personality Disorders

*Don Lynam, Purdue University, West Lafayette, IN*

Examining the Lack of Progress in the Utility and Clinical Application of Current Models of Personality and Psychopathology

*Len Simms, University of Buffalo, Buffalo, NY*

How Can Dimensional Trait Models of Personality Pathology Improve Clinical Outcomes?

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

Discussant: *Yossef S. Ben-Porath, Kent University, Kent, OH*



## Paper Session L: Applications of the MMPI-2-RF

Chicago Ballroom F

Chair: *Martin Sellbom, Australian National University, Canberra, Australia*

### Assessing Symptoms of “Internalizing” Personality Disorders with the MMPI-2-RF (Restructured Form) in Two Mental Health Samples

*Martin Sellbom, Australian National University, Canberra, Australia*

*Jaime L. Anderson, University of Alabama, Tuscaloosa, AL*

*Natasha Zahn, Australian National University, Canberra, Australia*

*Carly Pymont, Independent Practice, Tucker, GA*

*Jan H. Kamphuis, University of Amsterdam, Amsterdam, the Netherlands*

### MMPI-2 Profile Differences Among Psychiatric Inpatients

*Kevin Myers, Kelly Schuder, Elizabeth A. Smith, Janice Guidi, Yelena Gonzalez, Erin*

*McTiernan, Kaitlin Arnold, Kevin Bolinskey, Indiana State University, Terre Haute, IN*

### MMPI-2-RF Characteristics of an NGRI Sample

*Elizabeth Wheeler, Courtney Prokosch, Carla Galusha, Rebecca Vauter, Central State Hospital, Petersburg, VA*

### Exploring the Feasibility of Higher-Order Validity Scales in the MMPI-2-RF

*William Menton, Adam Crighton, Yossef S. Ben-Porath, Kent State University, Kent, OH*

*Danielle Burchett, California State University-Monterey Bay, Seaside, CA*

*Wendy Dragon, Wright State University, Dayton, OH*

*Roger Gervais, Neurobehavioral Associates, Edmonton, Alberta, Canada*

### Examining the Measurement Invariance of the MMPI-2-RF Internalizing Specific Problem Scales in African-American and Caucasian Men

*Megan A. Brokenbourgh, LSU Health Science Center, New Orleans, LA*

*Richard Handel, Eastern Virginia Medical School, Norfolk, VA*

*Paul Arbisi, Minneapolis VA Health Care Center, Minneapolis, MN*

### Black-White Differences Among College Students on the MMPI-2-RF

*Yelena Gonzalez, Erin McTiernan, Kevin Myers, Kelly Schuder, Elizabeth A. Smith,*

*Janice Guidi, Kevin Bolinskey, Indiana State University, Terre Haute, IN*

5:00 pm – 6:00 pm

**Hertz Presentation** *in memory of Sidney Blatt*

Chicago Ballroom D

#### **Presenters:**

*John S. Auerbach, Gainesville, FL*

*Kenneth N. Levy, University Park, PA*

*David C. Zuroff, Montreal, Quebec, Canada*

6:00 pm – 6:30 pm

**Awards Presentations**

Chicago Ballroom D

Walter G. Klopfer Award – *James M. Graham, Marta S. Unterschute*

Paper: *A Reliability Generalization Meta-Analysis of Self-Report Measures of Adult Attachment*

Martin Mayman Award – *Robert Krueger, Craig Rodriguez-Sejas and Nicholas Eaton*

Paper: *How Transdiagnostic Factors of Personality and Psychopathology Can Inform Clinical Assessment and Intervention*

Samuel J. and Anne G. Beck Award – *J. D. Smith*

Mary Cerney Award – *Jaime Anderson*

- 7:30 am – 8:30 am      **Exchange Editorial Board Breakfast**      **Harvest Restaurant**
- 8:00 am – 5:00 pm      **Registration**
- 8:00 am – 3:00 pm      **Exhibits Open**      **Chicago Ballroom E**
- 8:30 am – 10:30 am      **Scientific Sessions (5)**

**Symposium A: Examining the DSM-5 Section III Model for Personality Disorders from Four Distinct Quantitative Perspectives (2 CE)**      **Chicago Ballroom A**  
 Chair: *Emily Dowgwillo, Pennsylvania State University, State College, PA*

Considerations When Using Factor Analysis to Model the Structure of Pathological Personality Traits  
*Katherine M. Thomas, Purdue University, West Lafayette, IN*  
*Christopher J. Hopwood, Michigan State University, East Lansing, MI*

A Multi-Level Modeling Approach to the Alternative DSM-5 Model for Personality Disorders  
*Michael J. Roche, Pennsylvania State-Altoona, Altoona, PA*

Enlisting Multilevel Structural Equation Modeling to Integrate the Study of Structure and dynamic processes in the DSM-5  
*Aidan G. C. Wright, University of Pittsburgh, Pittsburgh, PA*

Using Graded Unfolding IRT Models and Non-Parametric Regression Approaches to Characterize the Shape of the Relation Between Personality Dimensions and Functioning  
*Robert F. Krueger, University of Minnesota, Minneapolis, MN*  
*Shandell M. Pahlen, University of Minnesota, Minneapolis, MN*  
*Johannes Zimmermann, Psychologische Hochschule, Berlin, Germany*

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

**Paper Session B: Adolescent Assessment: Issues and Methods**      **Denver**  
 Chair: *John Stokes, Pace University, New York, NY*

Rorschach and MMPI-A Predictors of Repeat Admission in an Adolescent Psychiatric Population S  
*Sallyann Storte, Kate Cingel, John Stokes, Pace University, New York, NY*  
*David Pogge, Four Winds Hospital, Katonah, NY*

Gender Differences in Early Adolescent Interpersonal Decentering Shape Social Presentation  
*Kristan Dziurzynski, Sharon Rae Jenkins, Carolyn Ball, University of North Texas, Denton, TX*

Using Therapeutic Assessment and the PAI-A to Engage Adolescents in Treatment  
*Erlanger A. Turner, University of Houston-Downtown, Houston, TX*

## Understanding Three Adolescent Patients with Hippocampus Abnormality Using Psychological Assessment

*Wen Gu, Ali Khadivi, J. Arturo Sanchez-Lacay, Marilena Jennings, Bronx-Lebanon Hospital Center*

## Early Adolescent Goal Pursuit in Stories Relates to Appropriate Maturational Activities

*Erin K. M. Hogan, Blake Johnson, Kristan Dziurzynski, Sharon Ray Jenkins, University of North Texas, Denton, TX*

## Paper Session C: The Measurement of Depression and Psychosis

Houston

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

## A Meta-Analytic Review of the MMPI (All Versions) Ability to Detect Psychosis

*Joni L. Mibura, Manali Roy, University of Toledo, Toledo, OH  
Nicolae Dumitrascu, Danielsen Institute of Boston University, Boston, MA*

## Further Examination of the Factor Structure of the Chapman Psychosis Proneness Scales (CPPS)

*Elizabeth Smith, Kevin Bolinsky, Indiana State University, Terra Haute, IN*

## Using MMPI-2-RF Scale Cut-Offs to Screen for Depressive Disorders

*Jacob Warszawski, William Menton, Yosef Ben-Porath, Kent State University, Kent, OH*

## Projective Tests Help Clients Access Split-Off Emotions: A Trauma Emerged Through the Wartegg Drawing Completion Test

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

## New Subscales for MMPI-2 Scale 2 (D)

*David S. Nichols, Portland, OR*

## Structural and Functional Depression, the Rorschach and the Differential Diagnostic Technique

*Michael Teehan, University of Toronto, Toronto, Canada*

## Case Discussion D: Four Blind Men and an Elephant: Integrating Perspectives on Cognitive Processes, Affect and Defenses, and Object Relations in a Clinical Case (2 CE)

Chicago Ballroom B

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

## Four Blind Men and an Elephant: Integrating Perspectives on Cognitive Processes, Affect and Defences, and Object Relations in a Clinical Case

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

## Case Presentation

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

## Cognitive Processes

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

Affects and Defenses

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

Object Relations

*F. Barton Evans, Private Practice of Clinical and Forensic Psychology, Asheville, NC*

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

**Paper Session E: Methodological Advances in Personality Assessment [C/T]**

**Chicago Ballroom C**

Chair: *Rachel R. Lee, University of Tulsa, Tulsa, OK*

Examining the Influences of Introversion and Self-Generated Questions on the Therapeutic Assessment Feedback Process

*Rachel R. Lee, Jordan N. Heroux, John L. McNulty, Allan R. Harkness, University of Tulsa, Tulsa, OK*

Increasing the Recall and Use of Psychological Test Feedback Through Client Note-Taking Activity

*Billine Jourdan, Radhika Krishnamurthy, Florida Institute of Technology, Melbourne, FL*

An Attachment-Informed Analysis of Early Memories: A Case of Psychosis-Induced Car Hijacking

*David Joubert, University of Ottawa, Ottawa, Canada*

An Overview of the Seven Step Configuration Analysis, A Systems Analysis Approach to the Interpretation of Drawings

*Eric Gudan, Private Practice, Indianapolis, IN*

Exploring and Evaluating the Congruency Coefficient As A Measure of Factor Similarity

*Anselma Hartley, R. Michael Furr, Wake Forest University, Winston-Salem, NC*

Detecting Sexual Abuse Through the CHaD Test, An Integrated Clinical Approach

*Roseline Davido, Private Practice, Paris, France*

10:30 am – 10:45 am

**Break**

**Chicago Ballroom E**

10:45 am – 12:45 pm

**Scientific Sessions (6)**

**Symposium F: Diversity Training in Personality Assessment: Teaching and Supervising Cultural Awareness and Competence (2 CE) [T/S]**

**Chicago Ballroom A**

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

What Difference Does Difference Make? Cultural Sensitivity in Assessment and Assessment Supervision

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

Increasing Trainees' Understanding of the Impact of Socioeconomic Status on Assessment Processes and Conclusions

*Radhika Krishnamurthy, Florida Institute of Technology, Melbourne, FL*

Teaching and Supervising Clinical Judgment and Decision-Making in a Cultural Context  
*Giselle Hass, Washington, D.C.*

**Paper Session G: Depression subtypes: Empirical Findings on Validity, Interactions with Gender, Personality Disorders, Treatment Outcome, Drug Use, and Mother-Child Interaction** **Chicago Ballroom B**

Chair: *James Sexton, George Washington University, Washington, D.C.*

Exploring the Interrelationships of Gender and Anaclitic/Introjective Depression (as measured but the BDI2) on Interpersonal Problems (IIP)

*Ketrin Lengu, Eastern Michigan University, Ypsilanti, MI*

*Anita Raman, George Washington University, Washington, D.C.*

Anaclitic and Introjective Depression Differences in Terms of Self-Criticism, Neediness, and Gender Differences on Narcissism and Dependence

*Sharon Nelson, Eastern Michigan University, Ypsilanti, MI*

Empirical Results on How Anaclitic and Introjective Personality Types Predict Treatment Outcomes and Drug Use: What Works and What Hurts

*Claire Holland, George Washington University, Washington, D.C.*

Depressed Mothers and Their Children: The Role of Anaclitic and introjective Personality Types on Outcomes

*Elizabeth Miceli, Margaret Sabo, George Washington University, Washington, D.C.*

Discussant: *Steven Huprich, Wichita State University, Wichita, KS*

**Paper Session H: Influences on the Process and Outcomes of Assessment** **Denver**

Chair: *Glenn Sullivan, Virginia Military Institute, Lexington, VA*

Validation of the Rorschach Developmental Index in a Brazilian Sample

*Ana Cristina Resende, PUC-Goiania, Goias, Brazi*

*Regina Sonia G.F. do Nascimento, PUC-Sao Paulo, Sao Paulo, Brazil*

*Rosangela Katia Sanches Mazzorana Ribeiro, Universidade Federal do Mato Grosso, MIT, Brazil*

*Latife Yazigi, UNIFESP/EPM, Sao Paulo, Brazil*

The Impact of Countertransference on Assessment: A Case Study

*Kasia Jowett Garland, George Washington University, Washington, D.C.*

Projective Testing in Prison: A Case Example From Administrative Segregation

*Shelby Solomon, Alliant International University, Fresno, CA*

Does Therapeutic Alliance Moderate the Relationship Between Demoralization and Feedback Outcome in Collaborative/Therapeutic Assessment?

*Julia Evans, Jordan Heroux, Katelynn Fell, Allan Harkness, John McNulty, University of Tulsa, Tulsa, OK*

Interpreter Empathy and Interpretation Accuracy

*Glenn Sullivan, Virginia Military Institute, Lexington, VA*



**Symposium I: Creative Approaches to Test Analysis (2 CE)**

**Chicago Ballroom C**

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

**TAT Sequence Analysis: This is My Story**

*Jed Yalof, Immaculata University, Immaculata, PA*

*James Kleiger, Private Practice, Bethesda, MD*

*Anthony Bram, Cambridge Health Alliance/Harvard Medical School*

**“Between Ritual and Spontaneity: A Fresh Look at Writiychological Testing Reports**

*James Kleiger, Private Practice, Bethesda, MD*

**Reviving and Refining Content and Process Interpretation of the Wechsler Intelligence Tests for Psychodynamic Personality Assessment**

*Anthony Bram, Cambridge Health Alliance/Harvard Medical School*

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

**Case Discussion J: Cyanide, The PAI and Re-Writing History**

**Houston**

*Graham Rogers, Private Practice, England*

*Mark Blais, Massachusetts General Hospital/Harvard Medical School*

**Case Discussion K: Assessment Practice (1 CE)**

**Los Angeles**

*Nicole C. Peniston, Alan J. Lee & Associates, LLC, Hamilton, NJ*

**12:45 pm – 2:15 pm Lunch Break**

**1:00 pm – 2:00 pm Student Lunch** *Leonard Simms*

**1:00 pm – 2:00 pm Interest Group Meetings**

Integration/Multimethod Assessment [I/M]

**Denver**

International Interest Group

**Houston**

Psychoanalytic Assessment [AN]

**Chicago Ballroom A**

Teaching/Training Personality Assessment [T/S]

**Chicago Ballroom B**

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

**Roundtable Discussion L: Personality Assessment Research**

**Chicago Ballroom A**

**Internationally: Challenges, Roadblocks, and Collaborative Solutions (2 CE)**

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

**Personality Assessment Research Internationally: Challenges, Roadblocks, and Collaborative Solutions**

*Ety Berant, Baruch Ivcher School of Psychology, The Interdisciplinary Center, Herzliya, Israel*

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

*Wen-So Gu, Asia University, Taichung, Taiwan*

*Manali Roy, University of Toledo, Toledo, OH*

## **Symposium M: Clinical Assessment of Psychosis and**

**Denver**

### **Psychotic Disorders Using the Crisi Wartegg System (CWS) (2 CE)**

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

#### **Lost: A Physician, Long-Term Trauma, and a Psychotic Core**

*Tracy Zemansky, Courage to Change, Inc., Santa Monica, CA*

#### **A Stolen Life: Early Onset Schizophrenia in the CWS**

*Casey O'Neal, Private Practice, Round Rock, TX*

#### **Journey Through Time: Change Through the Lens of Wartegg Drawings**

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

Discussant: *Alessandro Crisi, Italian Institute of Wartegg – Sapienza University, Rome, Italy*

## **Paper Session N: Using the PAI and PAI-SF**

**Chicago Ballroom B**

Chair: *Kailyn Bobb, Alliant International University, Sacramento, CA*

#### **Exploring the Utility of the Level of Care index (LOCI) Across Clinical Settings**

*Kailyn Bobb, Matthew R. Baity, Alliant International University, Sacramento, CA*

*Julie Walsh-Messinger, James J. Peters VA Medical Center*

*S. Justin Sinclair, Mark A. Blais, Massachusetts General Hospital/Harvard Medical School*

#### **The Lens of Response Bias: Examining the Impact of PAI-SF Validity Indices on the Relationship Between Symptoms of BPD and Interpersonal Warmth and Dominance**

*Amy V. Paggot, Jessica Baker, Amal Farah, Eastern Michigan University, Ypsilanti, MI*

#### **Adequacy of the PAI Short Form in Predicting Extratest Criteria**

*Laura Liljequist, Murray State University, Murray, KY*

#### **Cross-Validation of PAI Scales for Detection of Suspected ADHD**

*Laura Liljequist, Amber Lancaster, Murray State University, Murray, KY*

#### **Use of the Minnesota Multiphasic Personality Invention-2-Restructured Form (MMPI-2-RF) Over-Reporting Validity Scales to Detect Response Bias on Conjointly Administered Measures in a Civil Disability Sample: An Investigation with the Personality Assessment Inventory (PAI)**

*Adam H. Crighton, Anthony M. Tarescavage, Kent State University, Kent, OH*

*Roger O. Gervais, Neurobehavioural Associates, Edmonton, Alberta, Canada*

*Yosof S. Ben-Porath, Kent State University, Kent, OH*

## **Paper Session O: Interpersonal Case Formulation**

**Chicago Ballroom C**

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

#### **Organizing Multi-Method Assessment Data Using the Interpersonal Situation to Develop a Psychodynamic Treatment Plan**

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

Harry Meets Herman: An Interpersonal Approach to the Rorschach

*F. Barton Evans, Private Practice of Clinical and Forensic Psychology, Asheville, NC*

A Case Demonstration of a Contemporary Interpersonal Approach to Assessment, Formulation, and Tracking Treatment Change

*Xiaochen Luo, Nicola K. Bernard, Alytia A. Levendosky, Christopher J. Hopwood, Michigan State University, East Lansing, MI*

Cross-Situational Variability in Perceptions of Dominance and Warmth: Implications for Using Ambulatory Interpersonal Assessment in Case Formulation

*Patrick Markey, Villanova University, Philadelphia, PA  
Alytia A. Levendosky, Christopher J. Hopwood, Michigan State University, East Lansing, MI*

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

**Paper Session P: Dilemmas of Change: Using Projective Measures to Assess Complexity and Risk in the Change Process**

**Houston**

Chair: *Steven J. Ackerman, Austin Riggs Center, Stockbridge, MA*

Change: A Review of Major Efforts to Assess Therapeutic Change Using Projective Measures

*Christina Biedermann, Austin Riggs Center, Stockbridge, MA*

To Change Or Not To Change: A Look at the Complexity of an Ambivalence Towards Change in a Single Case Study

*Jeremy Ridenour, Heather Churchill, Austin Riggs Center, Stockbridge, MA*

The Danger of Change: A Psychological Autopsy Using Projective Testing

*Lee Damsky, Austin Riggs Center, Stockbridge, MA*

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

**Paper Session Q: Advances in the Conceptualization and Assessment of Pathological Personality Traits**

**Los Angeles**

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

Capturing the DSM-5 Alternative Personality Disorder Model Traits in the Five-Factor Model's Nomological Net

*Takakuni Suzuki, Sarah A. Griffin, Douglas B. Samuel, Purdue University, West Lafayette, IN*

Joint Factor Structure of Alternative Measures of Maladaptive Personality Traits

*Cristina Crego, Thomas A. Widiger, University of Kentucky, Lexington, KY*

Development and Examination of the Five Factor Obsessive Compulsive Inventory – Short Form

*Sarah A. Griffin, Takakuni Suzuki, Donald R. Lynam, Purdue University, West Lafayette, IN*

*Cristina Crego, Thomas A. Widiger, University of Kentucky, Lexington, KY*

*Joshua D. Miller, University of Georgia, Athens, GA*

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

## Self-Pathology of the FFM: Investigation of Bloated Specific Factors

*Joshua R. Oltmanns, Thomas A. Widiger, University of Kentucky, Lexington, KY  
Madison O'Meara, Susan South, Purdue University, West Lafayette, IN*

4:15 pm – 4:30 pm Break

Chicago Ballroom E

4:30 pm – 6:30 pm Scientific Sessions (5)

## Symposium R: The Assessment of Attachment in Specialized Settings: Impact on Legal and Clinical Decision-Making (2 CE) [FO]

Denver

Chair: *David Joubert, University of Ottawa, Ottawa, Canada*

### The Use of Measures of Attachment in a Contested Adoption Case

*Linda Webster, University of the Pacific, Stockton, CA*

### The Role of Attachment in the Assessment of a Preadolescent Boy Referred for School Problems: A Family Perspective on a Single Case Study

*Claudia Mazzeschi, Elisa Del Vecchio, Chiara Pazzagli, Veronica Raspa, University of Perugia, Perugia, Italy*

*Daniela Di Riso, Adriana Lis, University of Padova, Padova, Italy*

### How Judges View the Use of Attachment Measures in Child Custody Hearings

*Marla B. Isaacs, University of Pennsylvania, Philadelphia, PA*

Discussant: *David Joubert, University of Ottawa, Ottawa, Canada*

## Paper Session S: Advances in Rorschach Research -2

Chicago Ballroom A

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

### Research Support for a Neurophysiological Foundation of the Rorschach

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

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

### Cognitive Aspects of Elderly People on the Rorschach Test

*Terezinha Amaro, Faculdades Metropolitanas Unidas (FMU/SP) – Sao Paulo, Brazil*

*Regina Sonia Gattas Fernandes do Nascimento, Pontificia Universidade Catolica de Sao Paulo (PUC-SP) Sao Paulo, Brazil*

### An R-PAS Inter-Rater Reliability Study with Child Protocols

*Ana Cristina Resende, Liliane Domingos Martins, PUC Goias, Goiania, Goias, Brazil*

*Lucas de Francisco Carvalho, Universidade Sao Francisco Itatiba, Sao Paulo, Brazil*

*Latife Yazigi, Universidade Federal de Sao Paulo, Brazil*

### Contemporary Data on the Location of Response Objects in Rorschach's Inkblots

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

### Empirical findings Relevant to the Validity of R-PAS Norms and the Impact of R-Optimized Administration

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

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

**Roundtable Discussion T: Should the P in SPA Stand for Psychological? Expanding Personality Assessment in the 21<sup>st</sup> Century (2 CE)** **Chicago Ballroom B**

Chair: *Hadas Pade*

Personality Assessment's Time Has Come

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

The Arbitrary Divide: Pretending to Understand Personality Without Cognitive Functioning

*A. Jordan Wright, Columbia University, New York, NY*

The Role of Personality Assessment in Consulting and Organizational Psychology

*Hal Shorey, Widener University, Chester, PA*

Multi-Disciplinary Engagement in Assessment

*A. Jill Clemence, Austen Riggs Center, Stockbridge, MA*

What's the P? Personality v Psychological Assessment

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

**Paper Session U: The Integrated Attachment Self: Using the Adult Attachment Projective Picture System to Better Understand Trauma Symptomology and Treatment**

**Houston**

Chair: *Carol George, Mills College, Oakland, CA*

The Contribution of the Integrated Attachment Self, Trauma and Emotion and Physical Regulatory Processes to PTSD Symptomology.

*Ashley Newton, Carol George, Mills College, Oakland, CA*

I Am Frightened of the Wind: The Contribution of Parents' Attachment on the Comprehension of Fear in a 9-Year-Old-Girl

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

*Claudia Mazzeschi, University of Perugia, Perugia, Italy*

*Silvia Salcuni, University of Padova, Padova, Italy*

Increasing Attachment Security and Self Integration as a Treatment for Complex Post-Traumatic Stress Disorder

*Federico Parra, Paris VIII University, Paris, France*

Does Therapy Matter for Adolescents in the Foster Care System? A Case Study Using the AAP as a Measure of Therapeutic Effectiveness.

*Linda Webster, University of the Pacific, Stockton, CA*

Discussant: *Melissa Lehmann, Private Practice, Austin, TX*

**Paper Session V: Trends in Assessment Training and Utilization [T/S]**

**Los Angeles**

Chair: *Mark A. Blais, Massachusetts General Hospital/Harvard Medical School, Boston, MA*

Psychological Assessment in Doctoral Training Programs

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

*Robert A. Graceffo, Cambridge Health Alliance, Cambridge, MA*

*Manali Roy, University of Toledo, Toledo, OH*



The History and Evolution of Psychoanalytic Psychological Testing  
*Jeremy Ridenour, Austen Riggs Center, Stockbridge, MA*

The Fate of Personality Assessment Research: 1950-2015  
*Manali Roy, Joni L. Mihura, University of Toledo, Toledo, OH*

Measuring What Works (and what doesn't) in Play Training Interventions: A New Process Analysis Coding System  
*Jessica Hoffman, Yale University, New Haven, CT*  
*Tovah Weinrib, St. John's University, Queens, NY*  
*Zorana Ivcevic, Yale University, New Haven, CT*  
*Sandra Russ, Case Western Reserve University, Cleveland, OH*

Exploring the Utility of the "p-Factor" in Psychological Assessment  
Chair: *Mark Blais, Massachusetts General Hospital/Harvard Medical School, Boston, MA*

Changes in the Administration of the MMPI-2, MMPI-2-RF, and MMPI-A from 2007-2014  
*Carolyn L. Williams, University of Minnesota, Minneapolis, MN*  
*Stephen J. Lally, American School of Professional Psychology, Washington, DC*

**5:00 pm – 8:00 pm Photo Booth Open**

**6:45 pm – 7:45 pm Farewell Reception**

**Chicago Ballroom E**

**6:45 pm – 7:45 pm Poster Session II**

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

Assessing Psychological Characteristics of Gamers: Emotional Intelligence Personality Traits and Reasoning  
*Fabiano Koich Miguel, State University of Londrina, Londrina-PR-Brazil*  
*Lucas de Francisco Carvalho, Sao Francisco University, Itatiba-SP- Brazil*

Predicting Treatment Process with Veteran Outpatients Using the PAI  
*Jovany Avendano, Villanova University, Villanova, PA*  
*Elizabeth Valentine, Veteran's Affairs Medical Center, Coatesville, PA*  
*John Kurtz, Villanova University, Villanova, PA*

The Hierarchical Structure of the Chinese Personality Assessment Inventory-2 (CPAI-2)  
*Leila Z. Wu, Aaron L. Pincus, Pennsylvania State University, University Park, PA*

Anxiety and Eye Movement Behavior in Identifying Facial Emotions and Responding to the Rorschach: A Comparison of Visual Tasks  
*Mindee Juve, Barry Dauphin, Harold Greene, Mellisa Boyle, University of Detroit Mercy, Detroit, MI*

Assessing the Personality of Patients with Fibromyalgia Syndrome: A Comparative Rorschach Study  
*Agata Ando, Claudia Pignolo, Luciano Giromini, University of Turin, Italy*  
*Stefania Cristofanelli, University of Valle d'Aosta, Italy*  
*Alessandro Zennaro, University of Turin, Italy*

Using the MMPI-2-RF Personality Psychopathology Five (PSY-5) Scales to Assist Personality Disorder Diagnosis in a Forensic Psychiatric Setting

*Jaime L. Anderson, Mary E. Wood, Patton State Hospital, Patton, CA*

*Anthony M. Tarescavage, Kent State University, Kent, OH*

*David M. Glassmire, Patton State Hospital, Patton, CA*

*Danielle Burchett, California State University, Monterey Bay, CA*

Differentiating Adult Attachment Styles on the Rorschach Performance Assessment System

*Kai-Ting Lin, National Chengchi University, Taipei, Taiwan*

*Wen-So Su, Asia University, Taiwan*

*Yaw-Sheng Lin, National Taiwan University, Taiwan*

Maternal Extraversion and Parenting in the Context of Intimate Partner Violence

*Nicola Bernard, Alytia A. Levendosky, G.Anne Bogot, Michigan State University, East Lansing, MI*

Gender Differences in Object Relations of Physically Abused Children

*Barbara Ippolito, Francine Conway, James McCarthy, Danielle Waldron,*

*Timothy McGowan, Adelphi University, Garden City, NY*

Six Degrees of Separation: All Roads Lead to Assessment-The Collaborative Assessment Case Conference Experience

*Ksera Dyette, Antonia Alfeo, Widener University, Chester PA*

MMPI-2-RF PSY-5-r Scale Predictors of Interpersonal Problems

*Courtney Cromas, Tayla T.C. Lee, Ball State University, Muncie, IN*

*Lesley Ann Friedhoff, United States AirForce*

*William Ajayi, Lexington V.A. Medical Center, Lexington, KY*

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

Assessment of Object Relation in Hospitalized Children with ADHD

*Timothy McGowan, Adelphi University, Garden City, NY*

Object Relations and Suicide Among Hospitalized Children

*Danielle Waldron, Adelphi University, Garden City, NY*

Centrality of Traumatic Experiences and Maladaptive Personality Development

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

Investigating the Effects of Acculturation on Egyptian's Psychological Functioning Using the MMPI-2-RF and ARSAA-II: An Exploratory Study

*Nadin R. Rizk, Ronald Stolberg, Parissa Nili, James Madero, Alliant International University, San Diego, CA*

Personality Indicators Through Pyramids Test in a Sample of Brazilian Criminals

*Fernando Jose Silveira, Anna Elisa de Villemor-Amaral, Lariana Paula Pinto, Sao Francisco University, Brazil*

## Object Relations of Hospitalized Children with Co-Morbid Diagnoses

*Lauren Deptula, Adelphi University, Garden City, NY*

## Interpersonal Style and the Narration of Life Events

*Kayla R. Nalan-Sheffield, Haley N. Schwenk, Sara E. Lowmaster, University of South Dakota, Vermillion SD*

## The Differential Effects of Childhood Abuse and Childhood Neglect on the Relationship Between Conduct Problems and Mental State Identification

*Shauna R. Weinstein, Kevin B. Meehan, Nicole M. Cain, Long Island University, Brooklyn, NY*

## Gender Differences on the Brief Psychotic Rating Scale (BPRS-E) During Inpatient Hospitalization

*Melissa O'Donnell, PGSP-Stanford Psy.D. Consortium, Palo Alto, CA; John George Psychiatric Hospital, San Leandro, CA  
Sarah Schubmehl, Wright Institute, Berkley, CA; John George Psychiatric Hospital, San Leandro, CA  
Avivah McDade, John F. Kennedy University, Pleasant Hill, CA*

## Incremental Validity of the PSY-5r Scales in the Prediction of Personality Disorder Criteria

*Lindsey L. Bupp, Rayna K. Herren, Darwin A. Dorr, Wichita State University, Wichita, KS  
C. Donald Morgan, University of Kansas, Wichita, KS*

## Heating Up the Hot and Cold Goal Pursuit Model with Implicitly Measured Goal Pursuit

*Sharon Rae Jenkins, Erin K. M. Hogan, Blake Johnson, Gabriella Ibarondo Padilla, University of North Texas, Denton, TX*

## Personality and Hedonic Response to Odor

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

## An Empirical Investigation of Narcissistic Phenotypes

*Nicole Nebrig, Kevin B. Meehan, Nicole M. Cain, Philip Wong, Long Island University, Brooklyn Campus, NY*

## Long-Term Functioning After Complex Trauma: Psychological Profiles of Adults Who Report Childhood Polyvictimization Trauma

*Christina N. Massey, Mark A. Blais, S. Justin Sinclair, Massachusetts General Hospital and Harvard Medical School, Boston, MA*

## Descriptive Statistics of Psychopathological Samples

*Maria Fiorella Gazale, IRPSI San Paolo University Hospital, Milano, Italy  
Patrick Fontan, Universite de Reims Champagne-Ardene, Paris, France  
Maura De Battista, Rosanna D'Arrezzo, Daniela Nicodemo IRPSI San Paolo University Hospital, Milano, Italy*

## Dissociative Mechanisms: Descriptive Statistics and Theoretical Frame

*Maria Fiorella Gazale, IRPSI San Paolo University Hospital, Milano, Italy  
Patrick Fontan, Universite de Reims Champagne-Ardene, Paris, France  
Rosanna D'Arrezzo, IRPSI San Paolo University Hospital, Milano, Italy*

## 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.

### 2016 BRUNO KLOPFER AWARD



**Robert D. Hare, Ph.D.** received his BA and MA at the University of Alberta, where he met Averil, his wife and best friend. Following eight months as the lone psychologist for a maximum security penitentiary in Canada, he obtained a Ph.D. at the University of Western Ontario in experimental psychology, where he was Alan Paivio's first graduate student. His first and only academic position was at the University of British Columbia, where he began a lifetime of research on psychopathy, in collaboration with many graduate students and professional colleagues. Early in his career he recognized the need for a psychometrically sound instrument for the assessment of psychopathy. The result was the *Psychopathy Checklist-Revised* (PCL-R) and several derivatives, now in wide use for basic research and applied purposes. He is a founding member of the Society for the Scientific Study of Psychopathy (SSSP). He has consulted with law enforcement, including the FBI and the RCMP, was a member of the Research Advisory Board of the FBI Child Abduction and Serial Murder Investigative Resources Center (CASMIRC), and is a current member of the Scientific Council of the Expertise Centre for Forensic Psychiatry in the Netherlands. Now retired as Emeritus Professor of Psychology, he continues his collaborative work with several international organizations and researchers, with emphasis on cross-cultural aspects and measurement of psychopathy, its etiology and neurobiology, its presence and impact on society and the corporate world, and its management. He has received many awards, including the Order of Canada.

### 2016 SAMUEL J. AND ANNE G. BECK AWARD



**J.D. Smith, Ph.D.** is Assistant Professor in the Department of Psychiatry and Behavioral Sciences, Feinberg School of Medicine, Northwestern University in Chicago and is housed in the Center for Prevention Implementation Methodology. Dr. Smith completed postdoctoral research fellowships in the Development and Psychopathology Research Training Program in the Prevention Science Institute at the University of Oregon and at the Research, and Education Advancing Children's Health (REACH) Institute (formerly the Prevention Research Center) at Arizona State University. He earned his Ph.D. in clinical psychology from the University of Tennessee Knoxville and completed his internship in the Department of Psychiatry at the University of Colorado Denver, Anschutz Medical Campus. He is Associate Editor of the *Journal of Personality Assessment*; serves on the boards of trustees of the Society for Personality Assessment and of the Therapeutic Assessment Institute.



## 2016 MARGUERITE R. HERTZ AWARD



**Sidney J. Blatt, Ph.D.** (1928-2014), is this year's recipient of the Marguerite Hertz Memorial Award. In a career spanning more than five decades as a professor of psychology and psychiatry at Yale University, Sid distinguished himself as a psychoanalyst, as a personality theorist, as an empirical researcher in the areas of personality theory, personality assessment, abnormal psychology, psychotherapy, and developmental psychology, and as a beloved teacher and mentor. The chief of the Psychology Section in the Department of Psychiatry at Yale for nearly 50 years and the recipient of many professional accolades and awards, among them the Society for Personality Assessment's (SPA's) 1989 Bruno Klopfer Award for lifetime achievement in personality assessment and service as SPA's president from 1984 to 1986, he began life in considerably more modest circumstances.

Sid was born and raised in Philadelphia, Pennsylvania, the son of Harry and Fannie Blatt, owners of a sweet shop below the apartment that they rented, and was the first person in his family to obtain a university education. It was entirely unforeseen that he would have an academic career in which he was the author or coauthor of nearly 250 published articles and 18 books and was the recipient of numerous awards, among them the Distinguished Scientific Contribution Awards of Divisions 12 and 39 of the American Psychological Association, the Otto Weininger Memorial Award for Psychoanalytic Achievement of the Canadian Psychological Association, and the Mary S. Sigourney Award for Achievement in Psychoanalysis.

Sid earned his doctorate in psychology at the University of Chicago in 1957 and completed a postdoctoral fellowship at Michael Reese Hospital, also in Chicago, Illinois, in 1959, remaining on staff there until 1960, when he came to Yale as an assistant professor. Despite being awarded visiting fellowships and professorships in places as far flung as London, England; Leuven, Belgium, and several locations in Israel, Sid remained in New Haven, Connecticut, and at Yale for the rest of his life. After joining the psychiatry faculty in 1963, he completed psychoanalytic training at the Western New England Institute for Psychoanalysis in 1972, and Sid's willingness to study psychoanalytic ideas empirically and to modify them in light of empirical data are central to his approach.

Sid is best known for two contributions to fields of personality and psychopathology—the two-configurations model, which holds that development proceeds along intertwined lines of relatedness and self-definition and the cognitive morphology, which holds that personality is structured by developmental level of representational organization—and these two basic ideas underlie all of Sid's contributions to personality assessment, such as his Rorschach Boundary Disturbance and Concept of the Object scales, the Object Relations Inventory, and the Depressive Experiences Questionnaire. Sid is an unusual figure in that he has made major contributions to both performance-based and self-report assessment methods.

Sid was survived by his wife Ethel Shame Blatt, who herself died just a few months later; by three children, Judith, Susan, and David, and by nine grandchildren. He was a devoted father and grandfather who said he learned about relationships, development, and the unconscious from involvement with his family. He also leaves behind a large network of students and colleagues who preserve his memory by continuing to research his ideas in psychoanalysis, psychotherapy, personality development, and personality assessment.

## 2016 MARY CERNEY STUDENT AWARD



**Jaime Anderson** is currently a doctoral candidate at the University of Alabama and pre-doctoral intern at Patton State Hospital. Her professional interests include the conceptualization, assessment, and diagnosis of personality psychopathology. In particular, she is interested in the use of broadband measures of psychopathology in the assessment of personality disorders with an emphasis on the evaluation of personality psychopathology in forensic settings. During her tenure as a graduate student, Jaime has published thirteen peer-reviewed publications, one book chapter, and twenty-nine conference proceedings. Her future career goals include obtaining a faculty position at an academic institution as well as establishing a part-time forensic assessment private practice.

## 2015 WALTER KLOPFER AWARD



**James M. Graham** is an Associate Professor in the Department of Psychology at Western Washington University. He received a Ph.D. in Counseling Psychology from Texas A&M University at College Station in 2003. Dr. Graham's substantive research focuses on adaptive processes in romantic relationships, including romantic love, stress adaptation, and the experience of flow in shared couple activities. His methodological research focuses on psychometric meta-analysis and best practices in statistical methodology. He is a licensed psychologist in the state of Washington and specializes in assessment.



**Marta S. Unterschute** is currently a Master's Student in the University of Amsterdam's Department of Sociology, with a specialization in gender, sexuality, and society. She previously served as a Clinical Research Coordinator at the University of Pennsylvania for the Center for Interdisciplinary Research on Nicotine Addiction. Ms. Unterschute co-authored the article receiving this year's Walter Klopfer Award while an undergraduate in Western Washington University's psychology program, from where she received her B.A. Her research and professional interests include sociological influences on sexuality, stigmatization of sex work, and technological effects on sexual behavior.

## 2015 MARTIN MAYMAN AWARD



**Robert F. Krueger, Ph.D.**, is Distinguished McKnight University Professor and Hathaway Distinguished Professor, and serves as Director of Clinical Training in the Department of Psychology at the University of Minnesota. He completed his undergraduate and graduate work at the University of Wisconsin, Madison, and his clinical internship at Brown University. Professor Krueger's major interests lie at the intersection of research on psychopathology, personality and personality disorders, psychometrics, genetics, and neuroscience. He has received a number of major awards, including the University of Minnesota McKnight Land-

Grant Professorship, the American Psychological Association's Award for Early Career Contributions, the award for Early Career Contributions from the International Society for the Study of Individual Differences, and an American Psychological Foundation Mid-Career Award. He is a Fellow of the American Psychopathological Association (APPA) and the Association for Psychological Science (APS), and was inducted into the Society for Multivariate Experimental Psychology (SMEP). He is also Editor of the *Journal of Personality Disorders*.



**Nicholas R. Eaton, Ph.D.**, is Assistant Professor in the Department of Psychology at Stony Brook University. He completed his undergraduate studies at Washington University in St. Louis, and he received his Ph.D. from the University of Minnesota in 2012. His primary research interests involve classification of psychopathology, comorbidity, mental health of oppressed groups, quantitative methods, and measurement. He received the 2015 Rising Star designation from the Association for Psychological Science and has published over 60 journal articles, chapters, and popular press submissions. His research has been featured by CBS News, National Public Radio, BuzzFeed.com, the Huffington Post, and numerous other outlets. He serves in various

roles for multiple journals, including as a Consulting Editor for *Assessment* and as a member of the Advisory Board for *Social Psychiatry and Psychiatric Epidemiology*.



**Craig Rodriguez-Seijas** is currently a graduate student in the Clinical Psychology program at Stony Brook University. His research interests include the nature and structure of transdiagnostic comorbidity factors of psychopathology and substance use disorders. He is further interested in the intersection of environmental stressors with transdiagnostic factors. Craig is also interested in (sexual) minority issues, and how these relate to disproportionate probabilities of mental and substance use disorders. His advisor is Dr. Nicholas R. Eaton.

### *A FREE 2017 Convention Registration Fee*

*Convention Evaluations provide valued information. Evaluations will be emailed after the convention to all attendees. For a chance at a 'free' registration fee in 2017, please fill out the evaluation and return to Monica at [manager@spaonline.org](mailto:manager@spaonline.org) when you receive it. One name will be drawn from the list of those who turn in the completed convention evaluation. Thank you for joining us this year in Chicago and we hope to see you again next year in San Francisco.*

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

## 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 grants 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 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 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 terminal 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.

## Student Lunch

SPA will sponsor a lunch for students to have an opportunity to interact with this year's speaker, Leonard Simms. There will be a nominal fee of \$10.00 for the lunch. Register for the lunch on the registration form. *Saturday, March 12, 12:45 pm*

## 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 2016 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 10, 6:45 pm, and Saturday, March 12, 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

FO = Forensic Assessment

CT = Collaborative/Therapeutic Assessment

I/M = Integration/Multimethod Assessment

C/A = Child/Adolescent

AN = Analytic

T/S = Training/Supervision

## 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 5, 6:45 pm*

## Lunchtime Presentations

**Thursday, March 5, 12:15-1:15 pm**

ABAP Presentation (1CE)

Preparing for your Diplomate in Assessment Psychology

*A. Jordan Wright*

Proficiency in Personality Assessment

*Hadas Pade*

## 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:

**Psychoanalytic Assessment**

**Co-Chairs: Anthony D. Bram, Christina Biedermann**

**Saturday, March 12, 1:00-2:00 pm**

The mission of the Psychoanalytic Interest Group is to provide SPA members with a focused opportunity to discuss their interest in psychoanalytic applications to personality assessment. The group supports the mission of the SPA Board of Trustees by fostering membership interest in the sharing of direct service, supervisory, and research experiences and initiatives in personality assessment that are informed by psychoanalytic theory; by discussion of past and contemporary literature that is foundational to a psychoanalytic understanding of personality assessment; and by encouraging scientific presentations, posters, continuing education workshops, and publications that integrate psychoanalytic theory with personality assessment.

## **Collaborative/Therapeutic Assessment**

**Co-Chairs: Hale Martin, J.D. Smith**

**Friday, March 11, 12:00-1:00 pm**

The Collaborative Therapeutic Assessment (CTA) interest group offers the opportunity to meet with assessors thinking about, working to develop, and practicing this emerging approach to psychological assessment. Developments, opportunities, ideas, research efforts, 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 are especially valued.

## **Health Psychology**

**Co-Chairs: John Porcerelli, Don Morgan**

**Friday, March 11, 12:00-1:00 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.). This is the first year that this interest group is meeting and we are excited to begin to discuss the role of personality assessment in this rapidly growing area of psychology.

## **Forensic Psychology**

**Co-Chairs: Marvin W. Acklin, Nancy Kaser-Boyd**

**Friday, March 11, 12:00-1:00 pm**

The mission of the FIG is developing interest and momentum for the implementation of this vital area of personality assessment evaluation within the scope of SPA's overall mission and to disseminate findings to the membership and Board: to develop membership and Board interests and resources, support publications in JPA, scientific presentations at Annual Conventions, and continuing education workshops.

## **Education & Training Interest Group**

**Co-Chairs: Hadas Pade, Ryan Tobiasz**

**Saturday, March 12, 1:00-2:00 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, 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 within the undergraduate psychology setting.

# GENERAL INFORMATION

## **Integrative/Multimethod Assessment**

**Co-Chairs: Radhika Krishnamurthy, John E. Kurtz**

**Saturday, March 12, 1:00-2:00 pm**

This interest group is for participants who seek to discuss current issues in integrative/multimethod assessment. Potential topics to address include methods and approaches; applications in diverse settings; benefits in complex assessment cases; role in current assessment practice; research questions and issues for future study; teaching, learning, and supervising in integrative/multimethod assessment.

## **International Interest Group**

**Co-Chairs: Nancy Kaser-Boyd, Corine de Ruiter, Alessandro Crisi**

**Saturday, March 12, 1:00-2:00 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.

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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:
  1. A meeting place will be assigned to meet during Convention,
  2. A description in the website and Convention program
  3. Assistance to recruit members and maintain connections outside Convention meetings.
  4. Assistance to the group in achieving the goals they set for their group.

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## Alphabetical Listing of Presenters and Authors

Name	Page Number	Name	Page Number
Steven J. Ackerman.....	42	Robert F. Bornstein.....	1, 9, 23, 28, 34, 53
Marvin Acklin.....	23, 57	Anita Boss.....	19, 22
William Ajayi.....	46	Stacey Boyer.....	34
Nadia Alexandrova.....	28	Mellisa Boyle.....	45
Antonia Alfeo.....	46	Virginia Brabender.....	23, 34, 53
Terezinha Amaro.....	43	Anthony Bram.....	13, 20, 40, 56
Jaime L. Anderson.....	7, 24, 35, 46, 51	Megan A. Brokenborough.....	35
Theresa Andare.....	26	William T. Bryant.....	27, 29
Agata Ando.....	24, 45	Lindsey Bupp.....	31, 47
Emily B. Ansell.....	33	Danielle Burchett.....	35, 46
Paul Arbisi.....	35	Kathleen M. Butler.....	28
Robert P. Archer.....	1, 13, 20, 23, 26, 30, 31, 45, 53	John Cacioppo.....	4, 7
Deborah Arnett.....	30	Nicole M. Cain.....	30, 47
Kaitlin Arnold.....	31, 35	Stephanie Dawn Carter.....	30
John S. Auerbach.....	35	Lucas de Francisco Carvalho.....	26, 43, 45
Jovany Avendano.....	45	Yihi Chen.....	32
Matthew R. Baity.....	41	James Choca.....	26, 30
Jessica Baker.....	41	Wei-Jean Chung.....	27, 33
Carolyn Ball.....	36	Heather Churchill.....	42
Miri Barchak.....	28	Kate Cingel.....	36
Maura De Battista.....	28	Amanda J. Clemence.....	23, 44, 53
Linda J. Baum.....	30	Haley Cobb.....	26, 29
Cortney Beasley.....	27, 29	Rosemary Cogan.....	26
Joseph Beeney.....	25	David E. Conroy.....	33
Yossef S. Ben-Porath.....	32, 34, 35, 37, 41	Victoria Cosgrove.....	27
Duncan Benjamin.....	26	Samantha Cranford.....	26
Lizbeth Benson.....	33	Cristina Crego.....	42
Ellen Benum.....	24	Adam H. Crighton.....	34, 35, 41
Ety Berant.....	40	Alessandro Crisi.....	14, 21, 37, 41, 58
Nicola K. Bernard.....	29, 42, 46	Stefania Cristofanelli.....	45
Dennis Bernstein.....	28	Maria Christoff.....	26
Benjamin Berry.....	29, 43	Courtney Cromas.....	46
Mark Bertucci.....	29	Francine Conway.....	46
Nikita Bhatnagar.....	27	Rosanna D'Arrezzo.....	28, 47
Christina Biedermann.....	42, 56	Lee Damsky.....	42
Mark A. Blais.....	25, 33, 40, 41, 44, 45, 47	V. Barry Dauphin.....	25, 45
Sidney Blatt.....	9, 37, 50	Sindes Dawood.....	29, 33
Andrew R. Block.....	32	Roseline Davido.....	38
Kailyn Bobb.....	29, 41	Clara Davidson.....	31
B. Anne Bogot.....	46	Maura De Battista.....	28, 47
Kevin Bolinsky.....	24, 31, 35, 37	Lauren Deptula.....	47

Name	Page Number	Name	Page Number
Elisa Del Vecchio .....	43, 44	Randeep Gill .....	29
Corine de Ruyter .....	11, 20, 58	Luciano Giromini .....	24, 31, 40, 43, 45
Kelly Dillon .....	28	David M. Glassmire .....	46
Marzia Di Girolamo .....	24	Lauren Golden .....	31
Daniela Di Riso .....	43, 44	Yelena Gonzalez .....	31, 35
Emily Dowgwillo .....	36	Evan Good .....	27
Darwin A. Dorr .....	31, 47	Edward E. Gotts .....	16, 22
Wendy Dragon .....	35	Robert A. Graceffo .....	44
Nicolae Dumitrascu .....	37	James Graham .....	7, 35
C. Emily Durbin .....	33	John R. Graham .....	46, 51
Ksera Dyette .....	29, 46	Brandon Gray .....	29, 46
Kristan Dziurzynski .....	28, 36, 37	Harold Greene .....	45
Nicholas Eaton .....	7, 35, 52	Sarah A. Griffin .....	42
Elad Eben .....	28	Emanuela S. Gritti .....	34
Nicole E. Ellerbeck .....	33	Jessica Grom .....	27
Hannah Elliott .....	26	Janice Guidi .....	24, 31, 35
Robert E. Erard .....	15, 21, 23	Seth Grossman .....	18, 22
F. Barton Evans .....	17, 22, 38, 42	Wen Gu .....	37, 40
Julia Evans .....	29, 39	Eric Gudan .....	38
Isabella Ezri .....	26	Michael B. Gurtman .....	32
Amal Farah .....	29, 41	Michael Hallquist .....	25
Katelynn Fell .....	39	Richard W. Handel .....	23, 35
Laura Ferro .....	24	Robert D. Hare .....	6, 23, 49
Alexis Fields .....	32	Allan R. Harkness .....	25, 27, 38, 39
Nelson Hauck Filho .....	26	Alana L. Harrison .....	27, 29
Gergely Foldesi .....	26	Anselma Hartley .....	38
Patrick Fontan .....	28, 47	Ellen Hartman .....	24
Johnathan D. Forbey .....	26	Giselle Hass .....	23, 38, 39, 53
Fabiana R. Freitas .....	34	Nicole Hayes .....	28
Lesley Ann Friedhoff .....	46	Sarah Hedlund .....	24
Chris M. Front .....	15, 21	Jordan N. Heroux .....	38, 39
Danielle Funke .....	33	Rayna K. Herren .....	31, 47
R. Michael Furr .....	38	Melissa Hillebrecht .....	26
Julie Gallagher .....	19, 22	John Hinrichs .....	25
Carla Galusha .....	35	Jessica Hoffman .....	45
Ronald J. Ganellen .....	53	Erin K. M. Hogan .....	29, 37, 47
Kasia Garland .....	29, 39	Claire Holland .....	39
Maria Fiorella Gazale .....	28, 47	Christopher J. Hopwood .....	27, 30, 33, 36, 41, 42, 44, 53
Carol George .....	44	Wei-Cheng Hsiao .....	34
Roger Gervais .....	35, 41	Jonathan D. Huppert .....	25
Davide Ghirardello .....	24	Steven K. Huprich .....	23, 25, 39, 53

Name	Page Number
Arthur Hung	32
Kelsey Hurm	26, 29
Barbara Ippolito	46
Marla B. Isaacs	43
Zorana Ivcevic	45
Divja Jain	29
Lisa Jannetta	26
Sharon R. Jenkins	28, 36, 37, 47
Marilena Jennings	37
Blake Johnson	37, 47
Ryley N. Johnson	25
John Jones	27
David Joubert	38, 43
Billine Jourdan	38
Mindee Juve	45
Jan H. Kamphuis	35
Ray Kamoo	25
Fallon Kane	28
Nancy Kaser-Boyd	11, 20, 53, 57, 58
Sister Donna Kelley	27
Mojgan Khademi	31
Ali Khadivi	37
Roni Kholomyansky	26
Pardis Khosravi	27
Ashley Kilgore	29
Eleanor King	27
James H. Kleiger	37, 40
Paul Kliger	25
Linda K. Knauss	17, 22
Courtney Krajenka	31
Radhika Krishnamurthy	30, 34, 38, 58
Robert F. Krueger	7, 30, 35, 36, 52
John E. Kurtz	26, 27, 45, 58
Stephen J. Lally	45
Amber Lancaster	41
Alan J. Lee	40
Rachel R. Lee	25, 29, 38
Tayla T. C. Lee	46
Yaeun Lee	26
Martin Leichtman	18, 22
Gregory Lengel	28

Name	Page Number
Ketrin Lengu	39
Howard D. Lerner	38
Alytia A. Levendosky	41, 42, 46
Kenneth N. Levy	35
Laura Liljequist	41
Maria Filipe Lima	24
Kai-Ting Lin	29, 46
Yaw-Sheng Lin	46
Adriana Lis	43, 44
Sara E. Lowmaster	46, 47
Xiaochen Luo	29, 42
Donald Lynam	34, 42
Russell Mach	47
James Madero	31, 46
Elizabeth Mahar	26
Crista Maracic	29
Ryan J. Marek	32, 53
Patrick Markey	42
David P. Marino	34
Hale Martin	57
Liliane Domingos Martins	43
Christina N. Massey	25, 47
Nicole Mazur	26
Claudia Mazzeschi	43, 44
Dan McAdams	4, 7, 34
James McCarthy	46
Morgan McCredie	26
Joseph Mc Cullaugh	31
Avivah McDade	47
Timothy McGowan	46
John McNulty	25, 27, 38, 39, 53
Erin McTiernan	31, 35
Kevin B. Meehan	47
Khrystyna Melnyk	27
William Menton	35, 37
Gregory J. Meyer	10, 20, 30, 33, 34, 43
Elizabeth Miceli	39
Fabiano Koich Miguel	45
Joni L. Mihura	10, 20, 23, 34, 37, 40, 44, 45
Joshua D. Miller	42
Brandy Mirly	32

Name	Page Number	Name	Page Number
C. Donald Morgan .....	47, 57	Daniel J. Porcerelli .....	26
Clarence Morgan .....	31	John H. Porcerelli.....	25, 26, 27, 33, 53, 57
Rebecca Morris .....	27	Emma Porterfield .....	31
Jenelle Slavin Mulford.....	33	Courtney Prokosch .....	35
Cheryl Munday.....	25	Caroline Purves .....	17, 22
Emiliano Muzio .....	32	Carly Pymont .....	35
Kevin Myers .....	31, 35	Carly Ralston .....	27
Kayla R. Nalan-Sheffield.....	47	Nilam Ram.....	33
Regina Sonia G.F. do Nascimento.....	39, 43	Anita Raman .....	39
Nicole Nehrig.....	47	Veronica Raspa.....	43
Sharon Nelson .....	25, 29, 39	Alysha Reed .....	27
Ashley Newton .....	44	Ana Cristina Resende .....	39, 43
David Nichols .....	12, 20, 37	Rosangela Katia Sanches Mazzorana Ribeiro .....	39
Daniela Nicodemo .....	28, 47	Laura Richardson .....	25, 26, 33
Parissa Nili .....	31, 46	Jeremy Ridenour .....	42, 45
Simone Nowak.....	33	Barry Ritzler .....	16, 21, 24
Melissa O'Donnell .....	47	Nadin Rizk.....	31, 46
Madison O'Meara.....	43	Michael J. Roche .....	32, 36
Casey O'Neal.....	41	Craig Rodriguez-Sejas.....	7, 35, 52
Yena Oh.....	28	Graham Rogers.....	40
Joshua R. Oltmanns .....	43	Edward Rossini.....	29
Hadas Pade.....	11, 20, 23, 34, 44, 53, 56, 57	Manali Roy .....	37, 40, 44, 45
Gabriella Ibarrondo Padilla .....	47	Maria Rozon.....	27
Sonya Padilla .....	31	Sandra Russ.....	34, 45
Amy Paggeot .....	27, 41	Margaret Sabo .....	39
Shandell M. Pahlen .....	36	Silvia Salcuni .....	44
Kyungjeen Paik .....	32	David Saltzman .....	27
Jacob A. Palm .....	14, 21, 41	Douglas Samuel.....	34, 42
Federico Parra.....	44	J. Arturo Sanchez-Lacay.....	37
Sonia Regina Pasian.....	34	Katina Sawyer .....	26
Joseph Paul .....	26	Pamela Schaber.....	41
Chiara Pazzagli .....	43	Judith Scheman .....	32
Mary Jo Peebles.....	13, 20	Hans S. Schroder.....	29, 31
Nicole C. Peniston.....	40	Sarah Schubmehl.....	47
James J. Peters.....	41	Kelly Schuder.....	31, 35
Giselle Pianowski.....	26, 33	Haley Schwenk .....	29, 47
Claudia Pignola.....	24, 45	Anthony Sciarra.....	16, 21
Paul Pilkonis .....	25	Lori Scott.....	25
Aaron L. Pincus .....	30, 32, 33, 45	Martin Sellbom.....	12, 20, 24, 35
Lariana Paula Pinto.....	46	Tahl Sendowski.....	29
David L. Pogge.....	27, 30, 31, 36	James Sexton .....	39



Name	Page Number
Negar Shekarabi.....	31
Laura Shiffrin.....	32
Yoav Shimoni.....	26
Fernando Jose Silveira.....	46
Leonard J. Simms.....	31, 32, 34, 40, 55
S. Justin Sinclair.....	25, 33, 41
Hal Shorey.....	23, 25, 44
Caleb Siefert.....	33
Leonard J. Simms.....	33
S. Justin Sinclair.....	27, 47
Bruce Smith.....	37, 38, 42, 44, 53
Elizabeth A. Smith.....	31, 35, 37
J. D. Smith.....	7, 23, 31, 35, 49, 53, 57
Kaila Smith.....	29, 31
Stephen K. Snider.....	25
Patricia Snyder.....	26
Aimee Sohnleitner.....	25
Shelby Solomon.....	39
Susan South.....	43
Jessica Stacy.....	31
Anna Stadtmueller.....	26
Michelle Stein.....	25, 33
Stephanie Stepp.....	25
John Stokes.....	27, 30, 31, 36
Ronald Stolberg.....	31, 46
Sallyann Storte.....	36
David L. Streiner.....	17, 22, 53
Denise Styer.....	28
Wen-So Su.....	24, 46
Glenn Sullivan.....	39
Takakuni Suzuki.....	42
Erica Szkody.....	27
Kate Szymanski.....	32
Natsuki Tanabe-Piazza.....	29
Saloni Taneja.....	29
Anthony Tarescavage.....	32, 41, 46
Michael Teehan.....	24, 37
Christina M. Temes.....	25
Charles Thomas, Jr.....	32
Katherine M. Thomas.....	33, 36
Ryan Tobiasz.....	57

Name	Page Number
Molly S. Tucker.....	28, 29
Marta Unterschute.....	7, 35, 51
Elizabeth Valentine.....	45
Jeffrey M. Vance.....	28, 29
Rebecca Vauter.....	35
Philippe Gomes Vieira.....	27, 33
Donald J. Viglione.....	15, 21, 24, 31, 43
Anna Elisa de Villemore-Amaral.....	27, 33, 34, 46
Danielle Waldron.....	6
Sara Walker.....	32
Julie Walsh-Messinger.....	41, 47
Jacob Warszawski.....	37
Jason Washburn.....	28
David Watson.....	34
Mark Waugh.....	30
Katherine M. Weber.....	28, 29
Linda Webster.....	43, 44
Tovah Weinrib.....	45
Shauna R. Weinstein.....	47
Michal Weiss.....	25, 29
Elizabeth Wheeler.....	35
Tom Widiger.....	34, 42, 43
Carolyn Williams.....	45
Trevor Williams.....	24, 29
Joshua A. Wilson.....	28
Philip Wong.....	47
Mary E. Wood.....	46
A. Jordan Wright.....	11, 20, 22, 23, 25, 44, 56
Aidan G. C. Wright.....	25, 31, 36
Leila Z. Wu.....	45
Leila Wuj.....	29
Matthew M. Yalch.....	27, 29
Jed Yalof.....	23, 26, 40
Latife Yazigi.....	39, 43
Natasha Zahn.....	35
Jeremy Zane.....	27
Tracy Zemansky.....	41
Alessandro Zennaro.....	24, 45
Johannes Zimmermann.....	36
David C. Zuroff.....	35





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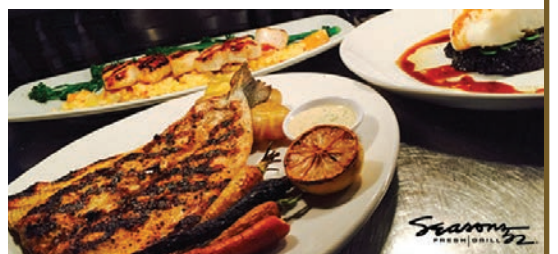
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