



# Society for Personality Assessment ANNUAL CONVENTION

*Empirical Foundations of  
Personality Assessment*

March 14 – 18, 2018

Washington, D.C.  
Marriott Georgetown

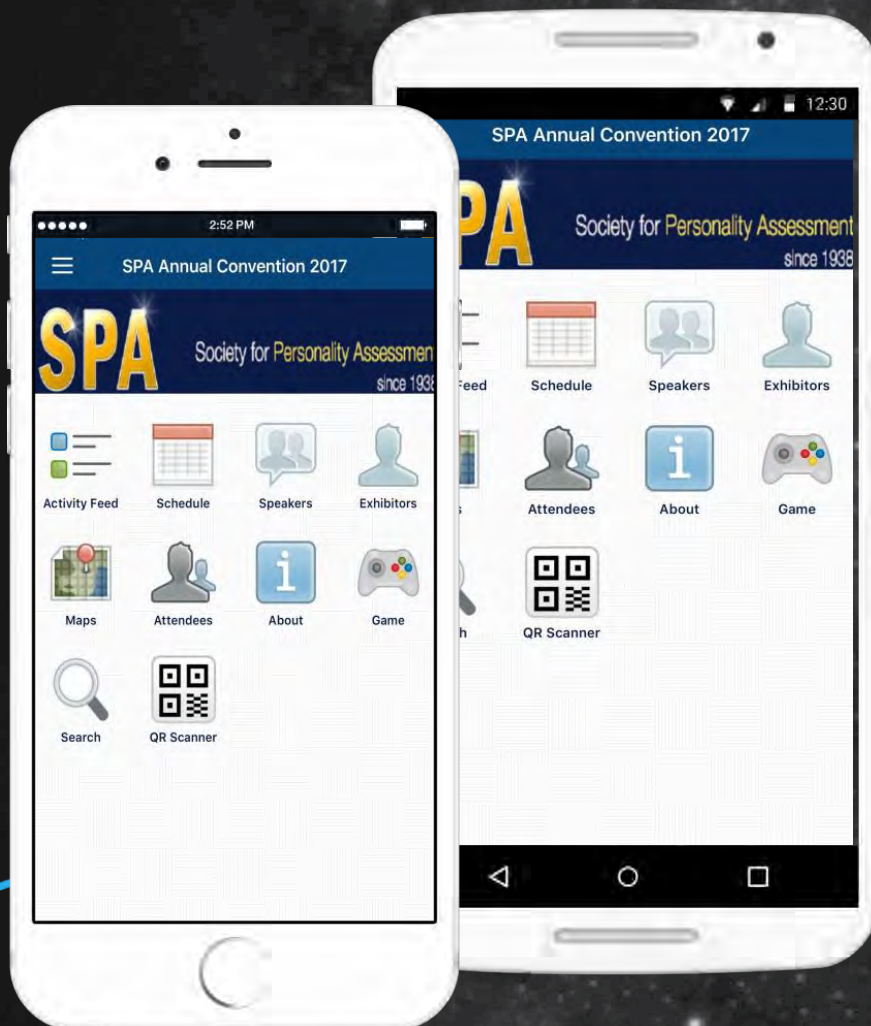
1221 22nd St. NW, Washington, D.C. 20037

*Celebrating 80 Years*



# Download our event app!

<https://crowd.cc/spa2018convention>



Scan this code with a QR reader to easily download the app.

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# **Understand People by their performance ...not just their report**

Rorschach Performance Assessment System<sup>®</sup> (R-PAS<sup>®</sup>)  
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# Welcome to the SPA Annual Convention in Washington, D.C.



On behalf of the SPA Board of Trustees, Welcome to Washington, D.C.! We have a great location for the conference this year. The Nation's Capital is the center of an incredible array of historic monuments, museums, an outstanding collection of art galleries, and the John F. Kennedy Center for the Performing Arts. Our conference hotel (the Washington Marriott Georgetown) is in an ideal location to access all that Washington, D.C. has to offer in terms of history and the arts and, of course, some of the greatest restaurants in America. Washington, D.C. will provide a great venue for an outstanding 2018 convention program, which will include a gala reception to be held on the evening of Friday, March 16th, to celebrate the 80th anniversary of the Society of Personality Assessment and the 100th volume of the Journal of Personality Assessment.

The theme of the 2018 convention will be Empirical Foundations of Personality Assessment 2018. This year's collection of posters, papers, symposia, roundtables, case discussions, and workshops underscore the importance of research in the development and application of a broad variety of personality assessment methods as implemented in many contexts and settings. Our 2018 program also provides an opportunity to honor individuals who have made outstanding professional contributions to the field of Personality Assessment. During the Thursday, March 15th, plenary session, we will recognize Dr. Thomas Widiger's outstanding lifetime contributions to Personality Assessment as the recipient of the 2018 Bruno Klopfer Award. His research has advanced our understanding of personality disorders and the relationship of personality to psychopathology. We will also be presenting the Samuel J. and Anne G. Beck Award to the outstanding early career researcher in the field of Personality Assessment and the Walter G. Klopfer Award, bestowed annually for a distinguished contribution to the research literature in Personality Assessment. Finally, the Marguerite Hertz Memorial is presented to celebrate the memory of an individual who has made a landmark professional contribution to Personality Assessment. This year we will be honoring Dr. Lee Cronbach, an American Psychologist who made numerous contributions to our understanding of measurement and psychological testing. Dr. Noreen M. Webb will join us to speak on Dr. Cronbach's life and work.

An important component of the SPA Conference is the opportunity for attendees to meet with their colleagues from around the world, and for students and new professionals to chat with individuals who have helped define the field of Personality Assessment. We will be holding receptions on Thursday and Saturday evenings of the Conference to facilitate this social contact, as well as to display the 2018 poster presentations and congratulate poster award winners.

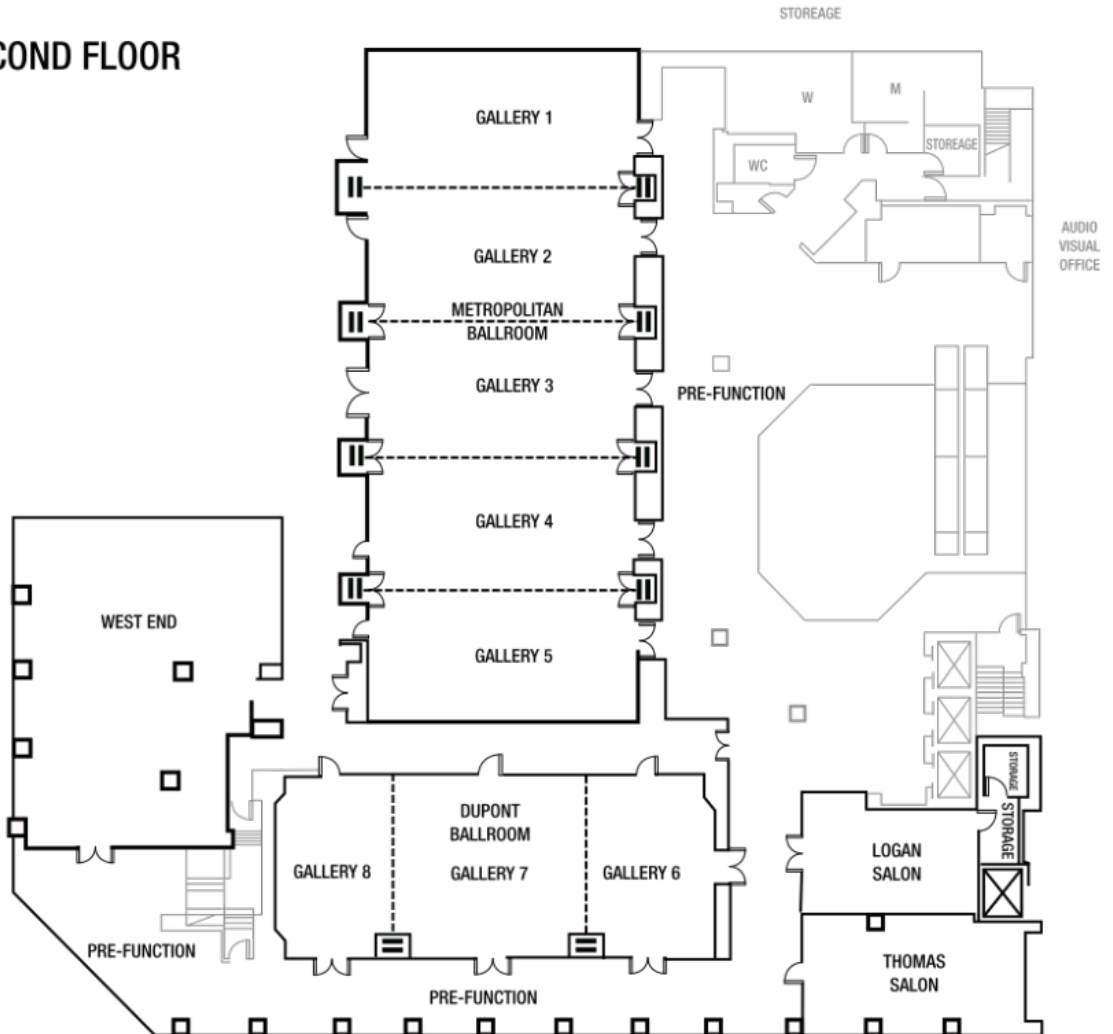
Registration for the Conference opens during the first week of December 2017. Welcome to SPA 2018 and to Washington, D.C.!

Robert P. Archer, Ph.D.  
President

John McNulty, Ph.D.  
President-Elect and Program Chair

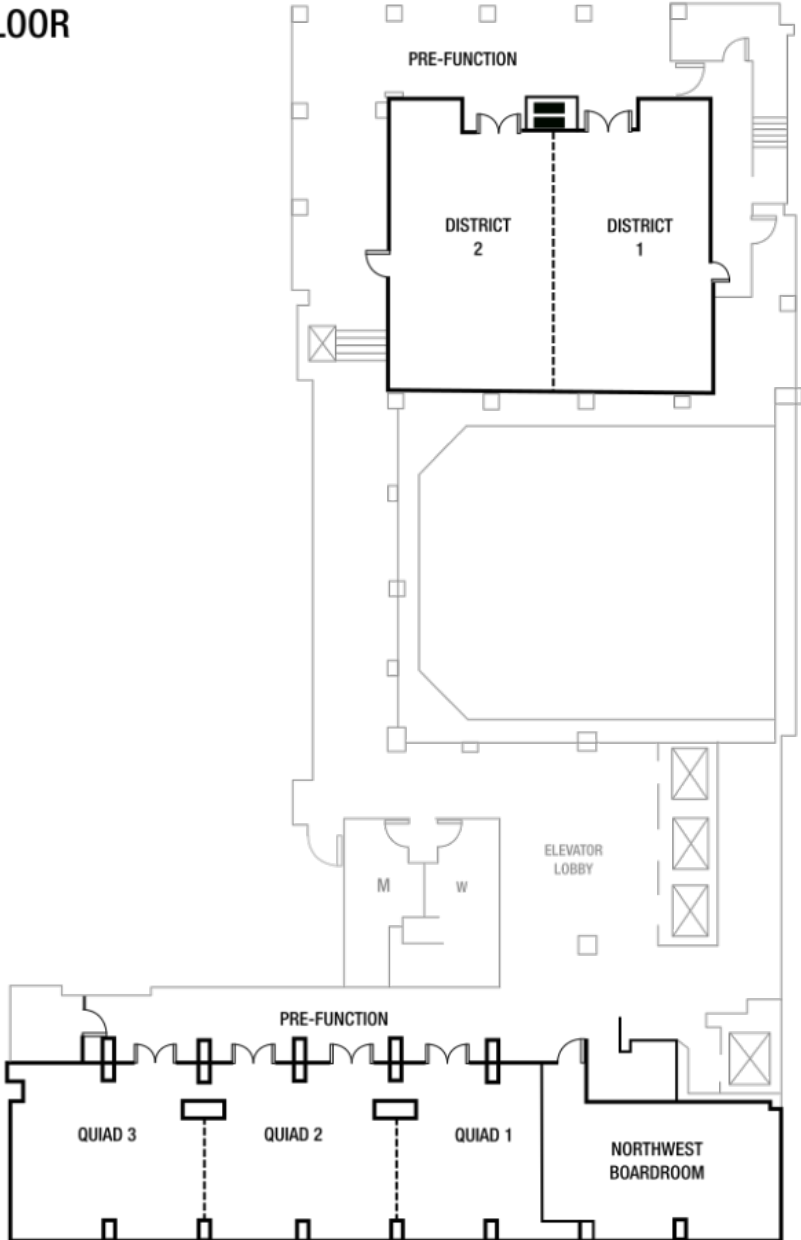
# WASHINGTON, DC MARRIOTT GEORGETOWN MEETING ROOMS - FLOOR PLANS

## SECOND FLOOR



# WASHINGTON, DC MARRIOTT GEORGETOWN MEETING ROOMS - FLOOR PLANS

## THIRD FLOOR



## Master Lecture I: Paul Lerner Memorial Master Lecture

### Title

**Dr. Gregory J. Meyer, Ph.D.**, is a Professor of Psychology at the University of Toledo, where he has been since 2003. Before this he was at the University of Alaska Anchorage and also the University of Chicago Medical Center, where he was the director of the inpatient and outpatient Psychological Assessment Service. He served as the Editor for the *Journal of Personality Assessment* from 2002 to 2013. His research focuses on psychological assessment, with an emphasis on the integration of assessment methods. Much of his work has addressed performance-based measures of psychological processes, most notably with the Rorschach. With more than 80 peer-reviewed publications, he has made many contributions to the published literature in this area, as well as in psychometrics and assessment more generally. He regularly provides invited lectures and trainings internationally. On four occasions the Society for Personality Assessment has given him Distinguished Contribution Awards for articles in the published literature and he was given the Award for Distinguished Contributions to Assessment Psychology by the Assessment Section of Clinical Psychology within the American Psychological Association (Section IX, Division 12). He is a Fellow of Division 5 (Evaluation, Measurement, & Statistics) of the American Psychological Association and of the Society for Personality Assessment.



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## Master Lecture II: The Psychology of Terrorists

**Dr. Eric A. Zillmer** is the Director of Athletics and Carl R. Pacifico Professor of Neuropsychology at Drexel University. Dr. Zillmer is a Fellow of the College of Physicians of Philadelphia, the American Psychological Association, the Society for Personality Assessment and the National Academy of Neuropsychology for which he has also served as President. Zillmer has written extensively in the area of neuropsychology and personality assessment. Dr. Zillmer's books have been translated to an international audience including Czech, Chinese, Turkish, Korean, and Portuguese. The 2nd edition of *Principles of Neuropsychology* (2008) has been used in over 300 Universities worldwide. Dr. Zillmer is also the coauthor of the Tower of London-Drexel and the English version of the d2 Test of Attention. *Military Psychology* (2nd edition, 2012) examines the psychological contexts involved in the most recent military initiatives and geopolitical events. Related to this publication Dr. Zillmer was invited by the Pentagon as a Distinguished Visitor to travel to the naval base at Guantanamo Bay, Cuba and by the Pennsylvania National Guard to visit war-torn Bosnia.





# Convention Registration

## Convention Registration Fees

	<b>Early Bird</b> By: 2/10/2018	<b>Regular</b> After 2/10/2018	<b>Onsite</b> After 3/13/2018
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
80th Celebration Reception	\$ 25	\$ 25	\$ 25

### 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.

## Registration

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

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

A program book will be available when attendees pick up their registration packet; and the registration packets will be available and arranged alphabetically at the registration site at the hotel. If you have not pre-registered, please see the registrar, Saad Malik. 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).

## 80th Anniversary/100th Volume of JPA Celebration

Join us on Friday evening, March 16th to celebrate SPA's 80th Anniversary and JPA's 100th published volume. Select the Anniversary Reception on your convention registration form. The registration and \$25 fee are required before the deadline, March 14th. We will be celebrating at the House of Sweden located in Washington, D.C. Transportation will be provided from the hotel to the House of Sweden.

## Cancellation Policy

Cancellations will be accepted for the Annual Convention and/or a workshop, less a \$75 administrative fee, until midnight ET February 10, 2018. After that date no refunds will be granted.

Wednesday, March 14, 2018

8:00 am – 5:00 pm Full-Day Workshops (2)  
8:00 am – 11:45 am Half-Day Morning Workshops (3)  
11:45 am – 1:15 pm Lunch Break  
1:15 pm – 9:45 pm Full-Day/Afternoon-Evening Workshops (1)  
1:15 pm – 5:00 pm Half-Day Afternoon Workshops (4)  
5:00 pm – 6:00 pm Dinner Break  
5:15 pm – 7:00 pm Board of Trustees Meeting  
6:00 pm – 9:45 pm Half-Day Evening Workshops (4)

Thursday, March 15, 2018

7:30 am – 12:00 pm Board of Trustees Meeting  
8:00 am – 11:45 pm Half-Day Morning Workshops (6)  
11:45 am – 1:15 pm Lunch Break  
12:00 pm – 5:00 pm Exhibits Open  
12:00 pm – 1:00 pm Lunch Presentation  
ABAP (1 CE) [T/S]  
*A. Jordan Wright*

**Proficiency Information Session**  
*Hadas Pade*

**Case Discussion B: The ‘Mind of the Null-Self’ as Projected in the Rorschach and Self-Report Tests (1 CE) [I/M]**  
*Giselle Hass, Noriko Nakamura, Patrick Fontan, Jason M. Smith, Anne Andronikof*

**Paper Session C: How Can We Increase Referrals for Psychological Assessment? Insights from a Survey of Psychiatrists (1 CE) [CT, T/S]**  
*Justin Dean Smith, Filippo Aschieri, Julia Dawson*

12:00 pm – 1:00 pm SPAGS Board Meeting Lunch  
12:00 pm – 1:00 pm JPA Editor/Associate Editor Lunch  
1:15 pm – 3:00 pm Opening Plenary Session  
Presidential Address – *Robert Archer*  
Awards Presentations  
    **Life Time Achievement Award –**  
        **Presenter:** *Robert Archer*  
        **Recipient:** *Gene Nebel*  
    **Special Recognition:**  
        **Presenter:** *Bruce Smith*  
        **Recipient:** *Katherine Nordal*  
    **JPA Editor Recognition:**  
        **Presenter:** *Robert Archer*  
        **Recipient:** *Steven Huprich*

2017 Walter G. Klopfer Award – *R. Michael Furr*  
 2017 Martin Mayman Award – *Robert F. Bornstein*  
 Samuel J. and Anne G. Beck Award – *Aidan Wright*  
 Mary Cerney Award – *Trevor Williams*

3:15 pm – 4:15 pm  
 4:30 pm – 6:30 pm

**Bruno Klopfer Award (1 CE)** – *Thomas Widiger*  
**Scientific Sessions (6)**  
*Symposium D: Integrating Attachment in Collaborative Therapeutic Assessment: Variations on a Theme (2 CE) [CT]*  
*Symposium E: Clinical and Forensic Assessment of Alexithymia: Concept, Construct, and Experience (2 CE) [FO]*  
*Integrated Paper Session F: International Rorschach Research Addressing Variable Validity [I/M]*  
*Roundtable Discussion G: Fostering Cultural Competency in Graduate Students Conducting Assessments (2 CE) [T/S]*  
*Symposium H: Neurocognitive Testing, Personality Assessment, and Psychoanalytic Psychotherapy: An Integrative Clinical Illustration (2 CE) [I/M]*  
*Paper Session I: Exploring Aspects of Personality Psychopathology*

6:45 pm – 7:45 pm  
 6:45 pm – 7:45 pm  
 6:45 pm – 7:45 pm  
 8:00 pm

**Book Signing**  
**President’s Welcome Reception**  
**Poster Session I**  
**SPAGS Social**

Friday, March 16, 2018

7:00 am – 8:00 am  
 7:00 am – 8:00 am  
 8:00 am – 10:00 am

**JPA Editorial Board Breakfast**  
**Proficiency Committee Breakfast**  
**Scientific Sessions (6)**  
*Symposium A: Integrating Neuropsychology and Psychodynamic Understanding in Rorschach Assessment of Senior Adults (2 CE) [I/M]*  
*Symposium B: Life Stories and Therapeutic Stories: Clinical Empirical Perspectives (2 CE) [CT]*  
*Integrated Paper Session C: Empirical Methods for a Review of Systems [I/M]*  
*Symposium D: Applications of Personality in Business and Organizational Contexts (2 CE) [I/M]*  
*Integrated Paper Session E: Leveraging the Strengths of Multimethod Assessment [I/M]*  
*Integrated Paper Session F: Assessing the Self [I/M, C/A]*

10:15 am – 11:15 am

**Master Lecture I: Paul Lerner Memorial Lecture (1 CE)** – *Gregory J. Meyer*

11:15 am – 12:45 pm  
 11:30 pm – 12:30pm

**Lunch Break**  
**Interest Group Meetings**  
 Health Psychology  
 Psychoanalytic Assessment [AN]  
 Teaching/Training Personality Assessment [T/S]

<p>12:45 pm – 1:45 pm 2:15 pm – 4:15 pm</p>	<p><b>Master Lecture II (1 CE) – Eric Zillmer</b>  <b>Scientific Sessions (6)</b>  <i>Integrated Paper Session G: Empirical Reflections of Narcissism: Structure, Correlates, and Process [I/M]</i>  <i>Roundtable Discussion H: Diversity-Minded Personality Assessment as a Tool to Make the World More Inclusive and Just? (2 CE) [T/S]</i>  <i>Integrated Paper Session I: Diagnostic Dilemmas in Child Assessment: The Shattering Experience of Trauma and Psychosis [C/A]</i>  <i>Integrated Paper Session J: Interpersonal Functioning in Pathological Narcissism [I/M]</i>  <i>Integrated Paper Session K: Further Advancements in the Development of the SCORS-G</i>  <i>Symposium L: International Rorschach Research Addressing Administration, Coding, and Validity (2 CE)</i></p>
<p>4:30 pm – 5:30 pm</p>	<p><b>Marguerite R. Hertz Memorial Presentation in memory of Lee Cronbach (1 CE)</b>  <b>Speaker: Noreen M. Webb</b></p>
<p>6:00 pm 6:30 pm - 8:30 pm</p>	<p>Load Buses SPA 80th Anniversary/100th Volume JPA Reception – House of Sweden</p>
<p><b>Saturday, March 18, 2017</b></p>	
<p>7:00 am – 8:00 am 8:00 am – 3:00 pm 8:00 am – 10:00 am</p>	<p><b>Exchange Editorial Board Breakfast</b>  <b>Exhibits Open</b>  <b>Scientific Sessions (6)</b>  <i>Paper Session A: Performance Based Assessment Around the World</i>  <i>Integrated Paper Session B: Towards a Scientific Integration of structure and Process in Psychological Assessment [I/M]</i>  <i>Integrated Paper Session C: 20,000 Leagues Under the Sea: A Deep Dive Into the Personality of the Complex Psychiatric Patient [I/M]</i>  <i>Symposium D: Using the Rorschach Performance Assessment System (R-PAS) with Children and Adolescents (2 CE) [C/A]</i>  <i>Symposium E: Exploring the Dynamics of Criminal and Violent Behavior: Theoretical Considerations and Rorschach Findings (2 CE) [FO]</i>  <i>Symposium F: Changing the Adults in Collaborative Assessments of Adolescents (2 CE) [CT, C/A]</i></p>
<p>10:15 am – 12:15 pm</p>	<p><b>Scientific Sessions (6)</b>  <i>Symposium G: The Assessment Framework: Testing the Limits in Administration and Interpretation (2 CE) [I/M, T/S]</i>  <i>Symposium H: A Critical Review of R-PAS (2 CE)</i>  <i>Integrated Paper Session I: Advancements in the Assessment of Personality and Identity Across Diverse Populations [I/M]</i></p>

*Integrated Paper Session J: Introduction of the Developmental Levels of Personality Functioning Questionnaire (D-LOPFQ): Initial Reliability and Validity (2 CE) [I/M]*

*Symposium K: The Alternative Model for Personality Disorders in DSM-5: Assessment of Pathological Traits (2 CE)*

*Symposium L: Restoring Epistemic Trust Through Therapeutic Assessment (2 CE) [CT]*

12:15 pm – 1:45 pm

12:30 pm – 1:30 pm

**Lunch Break**

**Interest Group Meetings**

Collaborative/Therapeutic Assessment [CT]

Forensic [FO]

International Interest Group

1:45 pm – 3:45 pm

**Scientific Sessions (6)**

*Integrated Paper Session M: Advances in the Personality Assessment Inventory*

*Paper Session N: Assessing Children and Adolescents [C/A]*

*Roundtable Discussion O: Personality Assessment Practice in Diverse Settings (2 CE) [T/S]*

*Symposium P: Integrating Psychological Assessment and the Psychoanalytic Paradigm: More Than a Reconciliation? (2 CE) [AN]*

*Roundtable Discussion Q: Graduate Training in Administration and Scoring: Barriers, Processes and Rubrics (2 CE) [T/S]*

*Symposium R: Drawing as Our Guide: Using the Wartegg Drawing Completion Test in C/TA Extended Inquiry (2 CE) [CT]*

4:00 pm – 6:00 pm

**Scientific Sessions (6)**

*Paper Session S: Recent Developments in Assessment and Detecting Feigning*

*Symposium T: Singularity: Utility of Single Rorschach or Projective Responses in Personality Assessment (2 CE) [I/M]*

*Symposium U: Practical and Ethical Problems in Assessment Supervision (2 CE) [T/S]*

*Roundtable Discussion V: Utility of the Proficiency Report Review Form in Assessment Coursework and Clinical Training (2 CE) [P, T/S]*

*Symposium W: Personality Assessment and Treatment Planning (2 CE) [I/M]*

*Symposium X: Use of Assessment in Difficult Forensic Cases (2 CE) [FO]*

6:00 pm – 7:00 pm

6:00 pm – 7:00 pm

**Farewell Reception**

**Poster Session II**

Sunday, March 18, 2018

8:00 am – 5:00 pm	Full-Day Workshops (4)
8:00 am – 11:45 am	Half-Day Morning Workshops (2)
11:45 am – 1:15 pm	Lunch Break
1:15 pm – 5:00 pm	Half-Day Afternoon Workshops (1)

## Continuing Education Credit

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

## Workshops

As part of its SPA Annual Convention program, the Society for Personality Assessment will present 8 workshops for 7 CE credits and 19 half-day workshops for 3.5 CE credits. Workshops will be held on Wednesday, March 14, Thursday morning, March 15, and Sunday, March 18, 2018. No workshops are held on Friday, March 16 or Saturday, March 17, 2018. Enrollment in the workshops is filled on the basis of completed workshop registration forms and fees received. Continuing Education credits will be awarded to all in attendance for the *entire* workshop. **Cancellations are accepted until February 10, 2018, less a \$75 administrative fee. No refunds will be granted after February 10, 2018.**

## 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), three lunch presentations (1 CE each), the Bruno Klopfer Award (1 CE), and the Hertz Memorial (1 CE), and for symposia, selected roundtables, and/or case discussions (2 CE each).

- **Lunch Presentation:**
  - ABAP Preparing For Your Diplomate in Assessment Psychology, *Thursday, March 15, 12:00 -1:00 pm* (1 CE)
  - Case Discussion B: The “Mind of the Null-Self” as Projected in the Rorschach and Self-Report Tests *Thursday, March 15, Noon-1 pm* (1 CE)
  - Paper Session C: How Can We Increase Referrals for Psychological Assessment? Insights from a Survey of Psychiatrists *Thursday, March 15, Noon-1 pm* (1 CE) [CE, T/S]
- **Bruno Klopfer Award:** *Thursday, March 15, 3:15-4:15 pm* (1 CE)
- **Symposium D:** Integrating Attachment in Collaborative Therapeutic Assessment: Variations on a Theme *Thursday, March 15, 4:30-6:30 pm* (2 CE) [CT]
- **Symposium E:** Clinical and Forensic Assessment of Alexithymia: Concept, Construct, and Experience *Thursday, March 15, 4:30-6:30 pm* (2 CE) [FO]
- **Roundtable Discussion G:** Fostering Cultural Competency in Graduate Students Conducting Assessments *Thursday, March 15, 4:30-6:30 pm* (2 CE) [T/S]
- **Symposium H:** Neurocognitive Testing, Personality Assessment, and Psychoanalytic Psychotherapy: An Integrative Clinical Illustration *Thursday, March 15, 4:30-6:30 pm* (2 CE) [I/M]

- **Symposium A:** Integrating Neuropsychology and Psychodynamic Understanding in Rorschach Assessment of Senior Adults *Friday, March 16 8:00 – 10:00 am* (2 CE) [I/M]
- **Symposium B:** Life Stories and Therapeutic Stories: Clinical Empirical Perspectives *Friday, March 16 8:00 – 10:00 am* (2 CE) [CT]
- **Symposium D:** Applications of Personality in Business and Organizational Contexts *Friday, March 16 8:00 – 10:00 am* (2 CE) [I/M]
- **Master Lecture I:** Paul Lerner Memorial Lecture *Friday, March 16, 10:15-11:15 am* (1 CE)
- **Master Lecture II:** *Friday, March 16, 12:45-1:45 pm* (1 CE)
- **Symposium L:** International Rorschach Research Addressing Administration, Coding, and Validity *Friday, March 16, 2:15-4:15 pm* (2 CE)
- **Marguerite R. Hertz Memorial Presentation in Memory of Lee Cronbach** *Friday, March 16, 4:30-5:30 pm* (1 CE)
- **Symposium D:** Using the Rorschach Performance Assessment System (R-PAS) with Children and Adolescents *Saturday, March 17, 8:00-10:00 am* (2 CE) [CA]
- **Symposium E:** Exploring the Dynamics of Criminal and Violent Behavior: Theoretical Considerations and Rorschach Findings *Saturday, March 17, 8:00-10:00 am* (2 CE) [FO]
- **Symposium F:** Changing the Adults in Collaborative Assessments of Adolescents *Saturday, March 17, 8:00-10:00 am* (2 CE) [CT, C/A]
- **Symposium G:** The Assessment Framework: Testing the Limits in Administration and Interpretation *Saturday, March 17, 10:15-12:15 pm* (2 CE) [I/M, T/S]
- **Symposium H:** A Critical Review of R-PAS *Saturday, March 17, 10:15-12:15 pm* (2 CE)
- **Symposium K:** The Alternative Model for Personality Disorders in DSM-5: Assessment of Pathological Traits *Saturday, March 17, 10:15-12:15 pm* (2 CE)
- **Symposium L:** Restoring Epistemic Trust Through Therapeutic Assessment *Saturday, March 17, 10:15-12:15 pm* (2 CE)
- **Roundtable Discussion O:** Personality Assessment Practice in Diverse Settings *Saturday, March 17, 1:45-3:45 pm* (2 CE) [T/S]
- **Symposium P:** Integrating Psychological Assessment and the Psychoanalytic Paradigm: More Than a Reconciliation? *Saturday, March 17, 1:45-3:45 pm* (2 CE) [AN]
- **Roundtable Discussion Q:** Graduate Training in Test Administration and Scoring: Barriers, Processes and Rubrics *Saturday, March 17, 1:45-3:45 pm* (2 CE) [T/S]
- **Symposium R:** Drawing as Our Guide: Using the Wartegg Drawing Completion Test in C/TA Extended Inquiry *Saturday, March 17, 1:45-3:45 pm* (2 CE) [CT]
- **Symposium T:** Singularity: Utility of Single Rorschach or Projective Responses in Personality Assessment *Saturday, March 17, 4:00-6:00 pm* (2 CE) [I/M]
- **Symposium U:** Practical and Ethical Problems in Assessment Supervision *Saturday, March 17, 4:00-6:00 pm* (2 CE) [T/S]
- **Roundtable Discussion V:** Utility of the Proficiency Report Review Form in Assessment Coursework and Clinical Training *Saturday, March 17, 4:00-6:00 pm* (2 CE) [P, T/S]
- **Symposium W:** Personality Assessment and Treatment Planning *Saturday, March 17, 4:00-6:00 pm* (2 CE) [I/M]
- **Symposium X:** Use of Assessment in Difficult Forensic Cases *Saturday, March 17, 4:00-6:00 pm* (2 CE) [FO]

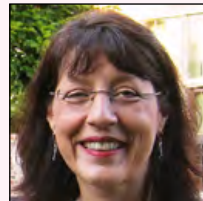
## Wednesday, March 14, 2018

### #1 The Rorschach Performance Assessment System: Basic Interpretation

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

*Philip Erdberg, Ph.D. Private Practice, Corte Madera, CA*

**Wednesday, March 14, 8:00 am – 11:45 am**



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

#### Goals and Objectives:

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

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

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

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

**Wednesday, March 14, 8:00 am – 11:45 am**



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 advanced skills in personality assessment will benefit most from this workshop.

## #3 A Review of Statistics for Reviewers

*David L. Streiner, Ph.D., McMaster University, Ontario, Canada*

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



**Wednesday, March 14, 8:00 am – 5:00 pm**

This workshop is open to all and is free for members of the JPA editorial board. The morning session will focus on a comparison and implementation of exploratory factor analysis (EFA), confirmatory factor analysis (CFA), exploratory structural equation model (ESEM), and Bayesian factor analysis, with a primary focus on when and why to use each factor analytic model. Participants will be taught how to run these models using Mplus, interpret the output, and statistically compare models. Also included will be a presentation of relevant procedures commonly connected to factor analysis (e.g., parallel analysis) and key statistical concepts (e.g., model fit). The afternoon session will be devoted to scale development. It will cover newer conceptualizations of validity, and problems with alpha as an index of a scale's internal consistency and some alternatives to it. Most of the afternoon will be an introduction to item response theory and the "new rules" of scale construction. Lastly, this workshop will outline what information should be included in published research and what reviewers should be cognizant of.

## Goals and Objectives:

1. To discuss what reviewers should look for in papers sent for review.
2. To update the attendees' knowledge of statistical methods used in papers submitted to JPA.
3. To explain the differences among exploratory and confirmatory factor analysis, exploratory structural equation modeling, and Bayesian factor analysis.
4. To discuss more modern conceptualizations of validity.
5. To illustrate problems with using alpha as an index of internal consistency and to discuss alternatives.
6. To acquaint attendees with modern methods of scale development, such as item response theory.

**Skill Level:** This course will be taught at an introductory level and open to anyone interested in these topics.

## #4 Therapeutic Assessment (TA) in Clients with Personality Disorder

*Jan. H. Kamphuis, Ph.D., University of Amsterdam, The Netherlands*

*Hilde De Saeger, De Viersprong The Netherlands*

*Pamela Schaber, Ph.D. Center for Therapeutic Assessment, Austin, TX*

**Wednesday, March 14, 8:00 am – 5:00 pm**

Kamphuis, De Saeger, and Schaber will share empirical research and clinical experiences re: working in TA with patients with (severe) PD, and illustrate these learnings with video clips and role-plays. Accordingly, this training will be particularly useful for therapists (of all levels of experience) working with patients significant personality pathology. In the lectures, the theoretical framework of Epistemic Trust (Fonagy, Luyten & Allison, 2015) is explicated and pertinent research is discussed alongside clinical observations. Of note, this workshop puts emphasis on the hands-on practice of the specifically modified TA model for working with this client group; modifications that differ for specific types of personality pathology. Specifically, participants will

practice an adapted version of the initial interview, the assessment intervention sessions, and the feedback session. Hilde de Saeger has been working for more than 15 years at a Dutch specialist center for the assessment and treatment of patients with personality disorder (de Viersprong), and has recently published (together with Jan H. Kamphuis and Stephen E. Finn) two studies describing findings from a Randomized controlled Trial (RCT) on TA in patients with personality disorders.

### Goals and Objectives:

1. Explain how principles and features of TA are specifically suited to the clinical needs of patients with personality pathology.
2. Describe how each phase of TA can be optimally adapted for working with clients with (severe) PD.
3. Explain how PD Cluster C clients differ in needs from PD Cluster B clients.
4. Have practiced the modifications of each TA phase.
5. Understand how TA in this client population can be profitably joined with subsequent therapy.

**Skill Level:** This is an introductory workshop geared for participants of all levels; however, a basic understanding of the general principles and features of TA will be helpful in appreciating the key technical adaptations for working in TA with clients with (severe) PD.

### #5 An Integrative Approach to Interpreting the MMPI-2-RF and the NEO PI-R/NEO-PI-3

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

**Wednesday, March 14, 8:00 am – 11:45 am**

In this workshop the presenter(s) will demonstrate an integrative approach to the interpretation of the MMPI-2-RF and NEO PI-R/NEO-PI-3 (NEO). The focus will be three-fold: (1) diagnosis, including “major mental disorders” and “personality disorders” as defined in Section II of the DSM-5; (2) case conceptualization; (3) and treatment formulation that incorporates both psychiatric symptoms and “normal range” personality traits. Brief descriptions of both instruments will be provided first, which will then be followed by how the strengths of both instruments can be used in case conceptualization. Finally, a therapeutic model in which personality-based individualized treatment plan can be used to suggest how targeting personality traits in treatment can mediate symptom reduction. Evidence supporting this model based on RCT studies will be presented along with several case study examples.

### Goals and Objectives:

1. Describe the MMPI-2-RF and NEO scales.
2. Demonstrate how these instruments can be used in combination to diagnose mental disorders.
3. Utilize test results to formulate a case conceptualization.
4. Prepare an individualized treatment plan based on test results.

**Skill Level:** Familiarity with psychological assessment, case formulation and treatment planning.

### #6 Interpersonal Assessment of Personality Pathology

*Christopher Hopwood, Ph.D. University of California, Davis*

**Wednesday, March 14, 1:15 pm – 5:00 pm**

This workshop will focus on the assessment and treatment of personality pathology from an interpersonal perspective. Research on the interpersonal core of personality pathology and interpersonal dynamics associated with specific personality disorders will be reviewed in the context of recent changes in the diagnostic manuals. The diagnosis of personality pathology using common interpersonal instruments will be demonstrated, and the connection between assessment data and treatment hypotheses will be highlighted.

### Goals and Objectives:

1. Describe personality pathology from an interpersonal perspective.
2. Apply the interpersonal situation as an organizing framework for personality, psychopathology, and treatment.
3. Use interpersonal assessment methods to develop specific treatment hypotheses.

**Skill Level:** Participants should have a basic knowledge of assessment and treatment of individuals with personality pathology.



## #7 An Introduction to the MMPI-2-RF (Restructured Form)

*Martin Sellbom, Ph.D., University of Otago, New Zealand*

**Wednesday, March 14, 1:15 pm – 5:00 pm**



This workshop introduces the 338-item version of the MMPI-2, the MMPI-2 Restructured Form (MMPI-2-RF) to assessment psychologists. Topics include 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. Attendees will have an opportunity to practice the recommended strategy for MMPI-2-RF interpretation with clinical case examples. Case illustrations will be derived from a variety of settings.

### Goals and Objectives:

1. Know the rationale for and methods used to develop the 51 MMPI-2-RF Scales.
2. Describe the 51 scales of the MMPI-2-RF.
3. Become familiar with psychometric findings available to guide MMPI-2-RF interpretation.
4. Interpret scores on the MMPI-2-RF.
5. Integrate MMPI-2-RF interpretations with other sources of information.

**Skill Level:** This is a beginner's level workshop, but some background in psychometrics and personality assessment would be helpful.

## #8 Psychological Assessment and Treatment of Female Offenders

*Ted B. Cunliffe, Ph.D., Private Practice, Miami, FL*

*Jason M. Smith, Psy.D., FCC Hazelton, Morgantown, West Virginia*

**Wednesday, March 14, 1:15 pm – 9:45 pm**



Female offenders are a growing population in the United States. Therefore, clinicians need to understand the similarities and differences with this population compared to male offenders. The main goal of this workshop is to provide participants ways to best assess this population to help with treatment and management. A brief review of the similarities and differences between male and female offenders will be provided. Psychopathy and the Psychopathy Checklist Revised (PCL-R) will also be discussed. Female offender data (i.e., non-psychopathic females, psychopathic females, female sex offenders) with the Rorschach Inkblot Test (CS), PCL-R and Personality Assessment Inventory (PAI) will be presented. Interview recommendations will also be provided as well as caveats related to clinical judgment. A female offender treatment program will be outlined. Finally, case examples will be discussed to highlight the topics discussed.

### Goals and Objectives:

1. Describe the similarities and differences between male and female offenders.
2. Explain how female psychopathy differs from male psychopathy.
3. Discuss female offender data on the PCL-R, Rorschach and PAI.
4. Describe caveats in assessing female offenders.
5. Discuss a treatment program for incarcerated female offenders.

**Skill Level:** Advanced graduate students, researchers, and practicing clinicians with a basic understanding of forensic clients and assessment instruments (i.e., PCL-R).

## #9 Introduction to R-PAS Forensic Applications in a Family Law Setting

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

*Alissa Sherry, Ph.D., University of Texas at Austin, Austin, TX*

**Wednesday, March 14, 1:15 pm – 5:00 pm**

This workshop presents an introduction to using the R-PAS in forensic assessment in the context of Family Law applications. Accordingly, essential research and conceptual issues involved with defending the Rorschach and R-PAS in court, what the Rorschach adds to forensic assessment and to evaluating parenting capacity will be highlighted. An R-PAS case vignette involving R-PAS administrations will be used to demonstrate key interpretive inferences.



### Goals and Objectives:

1. Identify key conceptual issues to support the Rorschach in court.
2. Interpret scores for variables related to parenting capacity.
3. Describe the distributional qualities and normative sample used for the displays on Page 1 and Page 2 interpretive output plots.
4. Identify variables related to severity of psychological disturbance and psychosis.

**Skill Level:** Should have some experience with R-PAS.

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

*Hadas Pade, Psy.D., CSPP-Alliant International University, San Francisco, CA*

*A. Jordan Wright, Ph.D. New York University, Department of Applied Psychology, New York, NY*

**Wednesday, March 14 1:15 pm – 5:00 pm**

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



### Goals and Objectives:

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

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

## #11 Integrating the MMPI-2-RF into Contemporary Diagnostic Assessment and Formulation

*Martin Sellbom, University of Otago, New Zealand*

**Wednesday, March 14 6:00 pm – 9:45 pm**

This workshop will focus on integrating MMPI-2-RF information in contemporary diagnostic assessment and formulation. There will be an emphasis on personality disorders, both as formally operationalized in DSM-5 but also based on the alternative model of personality disorders. Furthermore, the utility of the MMPI-2-RF scales as measures of trans-diagnostic psychological constructs in providing information relevant to multiple disorders will be described, including how such information maps onto contemporary psychopathology models (e.g., Hierarchical Taxonomy of Psychopathology [HiTOP]). Finally, MMPI-2-RF interpretation from this perspective and integration of such information with conceptual formulation will be interactively discussed through numerous case illustrations.



## Goals and Objectives:

1. Know how to map MMPI-2-RF scale scores into both traditional and alternative operationalizations of personality disorders.
2. Describe how MMPI-2-RF scale scores map onto contemporary models of psychopathology.
3. Be familiar with psychometric evidence linking MMPI-2-RF to contemporary models of psychopathology.
4. Know how to interpret MMPI-2-RF scales and integrate such information in contemporary diagnostic case formulations.

**Skill Level:** This workshop will be taught at an intermediate level, and previous knowledge of the MMPI-2-RF will be assumed. The introduction to MMPI-2-RF workshop taught in the morning session will provide for sufficient familiarity.

## #12 Using the Inventory of Problems – 29 (IOP-29) to Discriminate Feigned from Bona Fide Mental or Cognitive Disorders

*Luciano Giromini, Ph.D., University of Turin, Italy*

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



**Wednesday, March 14 6:00 pm – 9:45 pm**

The Inventory of Problems – 29 (IOP-29) is a new, multi-method, international, brief (29 item) test designed to assist practitioners in discriminating between feigned and bona fide symptom reports in four areas: (1) depression/anxiety, (2) psychosis/schizophrenia, (3) post-traumatic reactions, and (4) neuropsychological/intellectual dysfunction. It may be used via traditional, paper-and-pencil format, or by using a personal computer, a tablet, or even a smartphone. Results of the test are expressed in a simple False Disorder Probability Score. This half-day workshop will describe the research foundation for using the IOP-29 in the U.S., in Italy, and in a few other countries, and will present some useful guidelines for its use in applied practice. Additionally, some specific issues concerning the adjustment of the IOP-29 probability score based on the benefit-cost ratio of a given case or on the expected malingering base-rates will be discussed. No prior experience with the IOP instruments is required.

## Goals and Objectives:

1. Describe the research foundation for using the IOP-29 to discriminate feigned from bona fide mental or cognitive disorders.
2. Compare the efficacy of IOP-29 versus other available tools such as the SIMS, PAI or MMPI.
3. Explain how to administer, score, and interpret the IOP-29.
4. Discuss possible adjustments of the IOP-29 probability score based on the benefit-cost ratio and/or on the expected malingering base-rates.

**Skill Level:** No prior experience with the IOP instruments is required, and all psychologists and graduate students at all levels of training may attend this introductory workshop.

## #13 Adjusting the Rorschach for the XXI Century

*James P. Choca, Ph.D., Roosevelt University, Chicago, IL*

**Wednesday, March 14, 6:00 pm – 9:45 pm**



There has been a drastic decline in the number of universities and training centers that teach the Rorschach. Changes are needed if the Rorschach is to survive. Both the CS and the R-PAS are forging ahead in attempts to make the test more empirical and scientific. Those attempts, however, make the test more cumbersome, and are partly responsible for the test's decline. In a recent New York Times review, Ruth Whippman characterizes the codification of Rorschach responses as "tediously technical." This workshop will follow the work that Edward Rossini and I have detailed in a book that will have been published by APA Books by the time the SPA meeting takes place. Together with Chilean psychologist Hellmut Brinkmann, we propose three ideas to make the Rorschach simpler and more practical: (1) reducing the number of cards administered, (2) reducing the number of variables coded, and (3) using the test in a more clinical manner, a manner that pays more attention to the client. During this workshop I will also demonstrate the use of our free computer program, a program that allows the recording and scoring of the protocol. Cases will be presented using all three of the proposals and demonstrating the computer program.

## Goals and Objectives:

1. Become acquainted with Hermann, the four-card Rorschach and the supporting statistics.
2. Become acquainted with the 34 scores used by the Basic Rorschach, and the reason for abandoning the rest of the scores.
3. Become acquainted with Follow-UP, a new procedure used after the traditional administration of the test is completed, a procedure designed to learn in more depth what the client is all about.
4. Learn how to use Hermann, the computer Rorschach Assistant Program.
5. Develop a comfort, after the presentation of a few cases, for administering and analyzing the briefer and more stream-lined protocols, and using Hermann.

**Skill Level:** Intermediate or above. The workshop will require reasonable acquaintance with the Rorschach.

## #14 MCMI-IV: The Integration of Theory and Empiricism

*Seth Grossman, Psy.D., Private Practice*

**Wednesday, March 14, 6:00 pm – 9:45 pm**



This workshop directly focuses on the blend of Millon Evolutionary Theory with contemporary empirical methodology, and demonstrates enhanced interpretation and intervention strategies through didactics and case examples. Using insights generated by the theory, participants will learn how to build therapeutic alliance through personalized feedback and therapeutic dialogue. Additionally, the workshop will review the enhanced empirical methodology of the MCMI-IV, emphasizing its integration of theory and empiricism. The workshop will also discuss specific application areas in which further research is desirable. While the MCMI-IV will be emphasized, the workshop will also discuss the current theoretical/empirical development of the forthcoming Millon Adolescent Clinical Inventory-II (MACI-II; Millon, Tringone, & Grossman, in preparation).

## Goals and Objectives:

1. Operationalize Millon's evolutionary theory for clinical interpretation.
2. Discuss empirical methodology and issues relevant to the MCMI-IV and MACI-II.
3. Utilize a blended theoretical/empirical approach to deepen interpretation and intervention strategies for the MCMI-IV.
4. Examine specific application concerns (e.g., forensic) for the MCMI-IV.

**Skill Level:** Intermediate: Knowledge of Millon Evolutionary Theory is beneficial but not a prerequisite.

## #15 Using the NEO PI-R with Couples

*Ralph L. Piedmont, Ph.D., Loyola University Maryland*

**Thursday, March 15, 8:00 am – 11:45 am**



The purpose of the half day workshop is to introduce the NEO PI-R and its utility for assessing important dynamics in relationships. The Cross-Observer Analysis (COA) paradigm will be presented including a review of the underlying logic and a review of the basic principles and methods for examining observer and self-reported profiles. How convergence is determined and the interpretations associated with various patterns of self-other agreement will be presented. Participants will gain hands-on experience in interpreting an actual couple profile.

## Goals and Objectives:

1. Describe the development and structure of the NEO PI-R.
2. Explain and apply the Cross-Observer Analysis(COA) paradigm.
3. Compile and create a COA profile using NEO-related materials.
4. Be able to explain the strengths and limitations of COA.
5. Discuss and critique the 3 levels of couple assessment.

**Skill Level:** Individuals need to be familiar with psychological assessment in general and the NEO PI-R in particular.

## Thursday, March 15, 2018

### #16 Introduction to the Psychodynamic Diagnostic Manual -2

*Robert M. Gordon, Ph.D., ABPP*



**Thursday, March 15, 8:00 am – 11:45 am**

Introducing the Psychodynamic Diagnostic Manual - 2 (PDM-2) Edited by Vittorio Lingiardi, PhD and Nancy McWilliams, PhD. Explicitly oriented toward case formulation and treatment planning, PDM-2 offers practitioners an empirically based, clinically useful alternative or supplement to DSM and ICD categorical diagnoses. Leading international authorities systematically address personality functioning and psychological problems of infancy, childhood, adolescence, adulthood, and old age, including clear conceptualizations and illustrative case examples. The workshop will discuss how to use the PDM-2 tool, the PDC-2, with case formulation, progress notes, supervision and research.

#### Goals and Objectives:

1. List the changes to the PDM-2.
2. Apply the PDM-2 for case formulation.
3. Apply the PDM-2 for case supervision.
4. Use the PDM-2 tool, the Psychodiagnostic Chart-2 (PDC-2) for a more clinically useful diagnosis.
5. Use the PDM-2 tool, the Psychodiagnostic Chart-2 (PDC-2) for research.

**Skill Level:** Moderate to Advanced diagnostic skills.

### #17 Therapeutic Feedback with the MMPI-2: A Demonstration

*Richard Levak, Ph.D., Independent Practice*

*Philip Keddy, Ph.D., Independent Practice & Wright Institute, Berkeley, CA*



**Thursday, March 15, 8:00 am – 11:45 am**

Dr. Keddy will introduce Dr. Levak's approach and Dr. Levak will demonstrate giving feedback about MMPI-2 results directly to "client-actors" who are graduate students in psychology. Dr. Levak's method forms the basis for the book "Therapeutic Feedback with the MMPI-2: A Positive Psychology Approach" (Routledge, 2011) that he authored, along with Liza Siegel, David S. Nichols, and Ronald A. Stolberg. Dr. Levak will only know the "client's" MMPI-2 results and basic identifying information. Three different grad students will role play their respective clients. The grad students will have gotten to know their clients by assessing them and possibly having done therapy with them as well. These demonstrations will be "live" in that they will not be scripted. The MMPI-2 results will be projected for the audience and client-actors to see. Discussion with the audience will be encouraged during and after the demonstrations.

#### Goals and Objectives:

1. Demonstrate how MMPI-2 test results can help to understand the client.
2. Demonstrate how the results can be communicated directly to clients in an empathic way, influenced by Positive Psychology.
3. Demonstrate how the giving of feedback becomes a collaborative/therapeutic intervention.

**Skill Level:** Participants will get the most out of this workshop if they have some basic knowledge and background in the interpretation of MMPI-2 profiles and code-types, although MMPI-2 beginners will be welcome too.

### #18 Assessment of Psychological Vulnerabilities in Disputed Confession Cases

*I. Bruce Frumkin, Ph.D., ABPP, Forensic and Clinical Psychology Associates, PA*



**Thursday, March 15, 8:00 am – 11:45 am**

This workshop will be appropriate for both the beginning and advanced practitioner. It will provide a practical and conceptual framework on how to evaluate for psychological vulnerabilities relevant to false and coerced confessions. A focus will be on the appropriate use of specialized tests, such as the Gudjonsson Suggestibility Scales (GSS) to help in one's assessment. Interrogation tactics, research and relevant case law in

the field will be discussed. Special attention will be paid to avoiding common pitfalls in one's expert testimony in light of Frye and Daubert standards.

### Goals and Objectives:

1. Explain the types of false confessions and risk factors which contribute to a false confession.
2. Utilize various assessment procedures relevant to evaluating one's vulnerability to giving a false confession.
3. Discuss and critique commonly used interrogation tactics used by law enforcement in extracting a confession.
4. Explain common pitfalls in the use of the Gudjonsson Suggestibility Scales and expert testimony in general in disputed confession cases.
5. Discuss various factors relevant to conducting culturally-relevant forensic assessments in the disputed confession arena.

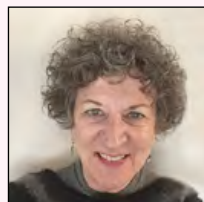
**Skill Level:** This workshop is appropriate for both the beginning and advanced forensic practitioner.

### #19 Children in the Legal System

*Ginger Calloway, Ph.D., Private Practice*

*S. Margaret Lee, Ph.D., Private Practice*

**Thursday, March 15, 8:00 am – 11:45 am**



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

### Goals And Objectives:

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

**Skill Level:** Limited experience with legal system, some experience with children.



## #20 Developing Proficiency in Diversity-Sensitive Personality Assessment

*Radhika Krishnamurthy, Psy.D., Florida Institute of Technology, Melbourne, FL*

*Virginia Brabender, Ph.D., Widener University, Chester, PA*

**Thursday, March 15, 8:00 am – 11:45 am**



Consideration of client diversity is an expected component of current assessment practice across the domains of clinical/counseling, forensic, and neuropsychological assessment. This is reflected in the criteria for proficiency in personality assessment, which include contextualizing the findings in light of client diversity variables. This workshop will address how to attend to a broad range of diversity variables (inclusive of age, gender, cultural background, religion, socioeconomic status, sexual orientation, gender identity, disability) through adopting a diversity-sensitive framework. The presenters will discuss diversity considerations in determining the validity of test results, developing test score interpretations and diagnostic impressions, deriving conclusions, and providing useful recommendations. We will use vignettes and case examples to illustrate key points.

### Goals and Objectives:

1. Examine personal assumptions and attributions related to aspects of diversity.
2. Become familiar with models of cultural identity and multicultural assessment.
3. Evaluate the validity of test results in light of factors such as cultural background and gender.
4. Develop diversity-sensitive interpretations, conclusions, and recommendations.

**Skill Level:** The workshop is suitable for assessment practitioners, instructors/supervisors, and graduate students who have completed coursework in personality assessment.

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

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

*Cato Gronnerod, University of Oslo, Oslo Norway*

**Sunday, March 18, 8:00 am – 5:00 pm**



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 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 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. As time allows, we also will briefly describe the large array of free training resources that are available to R-PAS account holders. Finally, we illustrate the practical features of R-PAS by applying the system to a clinical case. Throughout we provide time 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:**

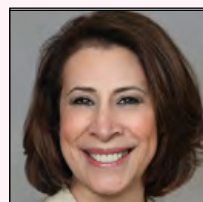
1. Describe the basic empirical and conceptual foundation for variables in R-PAS.
2. Summarize the value of “performance assessment” as a foundation for clinical interpretation.
3. Explain why new normative reference standards improve clinical inferences.
4. Implement standardized administration procedures 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.

**Sunday, March 18, 2018**

**#22 Forensic Assessment in Immigration Court**

*F. Barton Evans, Ph.D., Private Practice*  
*Giselle Hass, Psy.D., Independent Practice*  
*Hon. Lory D. Rosenberg, Esq. (ret), IDEAS CONSULTATION and COACHING Immigration Defense & Expert Advocacy Solutions*



**Sunday, March 18, 8:00 am – 5:00 pm**

Forensic psychological assessment has proven invaluable in complicated Immigration Court matters involving individuals seeking political asylum due to torture, battered women and men seeking status under the Violence Against Women Act, victims of crime under the Nonimmigrant Visa for Victims of Crime, families claiming hardship to prevent the deportation of a spouse or parent, and immigrants facing complex criminal matters involving convictions of minor crimes. A former Board of Immigration Appeals judge and eminent legal scholar will first review the impact and benefit psychological evidence in Immigration Court matters from a legal standpoint. Two experienced forensic psychologists will then discuss how such evaluations are best conducted to provide objective and neutral evidence, reduce bias, and produce informed adjudications. The use of psychological assessment instruments in such matters will be reviewed. Issues of cross-cultural sensitivity and complexity will also be addressed. Discussion of report writing and testimony in Immigration Court, including case examples and a mock trial.

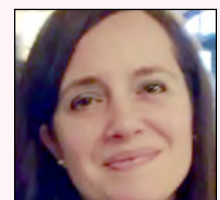
**Goals and Objectives:**

1. Describe areas of forensic assessment practice in Immigration Court (IC).
2. Discuss the legal basis for forensic psychological assessment evidence.
3. Explain how to conduct such forensic assessment.
4. Discuss the importance and complexity of assessing over- and under-reporting and feigning in IC setting.
5. Explore issues of cross-cultural sensitivity and complexity.
6. Demonstrate report writing and testimony in Immigration Court, including case examples and a mock trial.

**Skill Level:** Beginner through advanced.

**#23 The Dire Straits of Working with Clients: How to Recognize Missteps and Use Repairs in TA**

*Filippo Aschieri, Ph.D., Therapeutic Assessment Institute, Universita Cattolica del Sacro Cuore, Italy*  
*Francesca Fantini, Therapeutic Assessment Institute, Universita Cattolica del Sacro Cuore, Italy*



**Sunday, March 18, 8:00 am – 5:00 pm**

“Experience is simply the name we give to our mistakes.” Oscar Wilde’s

quote is just one of many that stress the role of mistakes in personal growth. For psychologists, mistakes are one of the most powerful opportunities to learn and to change because 1) they teach something about oneself, and 2) they set the stage for repairs to be made and relationships to be strengthened. Missteps in Therapeutic Assessment (TA) can result in negative reactions to the assessor, experiences of misattunement, and even drop out. They can also hinder the achievement of the goals of TA, making it impossible to respond therapeutically to clients assessment questions and affect as it arises. Missteps are often bound to assessors' personality characteristics, misunderstandings about their role as a TA practitioner, and incomplete or inaccurate case conceptualizations. Each can negatively impact various TA steps and lessen the potential effectiveness of the model. Therefore, missteps can be important learning and growth opportunities that can increase self-awareness about how to provide responsive and effective professional help to clients and enhance capacity to integrate data to form more complete and accurate case conceptualizations about clients' personality, needs, and struggles. The aim of this workshop is to de-shame assessors for making missteps. The workshop will focus on missteps in initial sessions, in assessment intervention sessions, and in summary and discussion sessions. During initial sessions, participants will focus on missteps in negotiating the framework of the assessment (e.g., What does collaboration mean? What are the assessor's responsibilities? What are the responsibilities of the client?), and on balancing hope in the treatment and humility (i.e., How to cope with idealizing and devaluing transferences to the assessor). In intervention sessions, participants learn how to avoid missteps in their attempts to modulate the level of emotional arousal (i.e., Determining when the target of the intervention session is adequately arousing. Repairing when the session is too "challenging" for the client.). Finally, participants will learn about problems in writing fables for children at the end of the assessment and how to avoid overwhelming or hurting either the child or his or her parents. For each step of the TA, the workshop leaders will provide case scenarios and will lead small group discussions about the variables to take into account in avoiding the missteps that actually occurred in real TAs. Attending this workshop will be valuable for clinicians interested in fine tuning their TA skills by reflecting on the rationale of different clinical choices and techniques with TA clients.

### Goals and Objectives:

1. List typical sources of missteps in Therapeutic Assessment and normalize them.
2. Discuss the interpersonal and clinical implication of missteps in Therapeutic Assessment.
3. Analyze different typologies of missteps.
4. Explain the causes of different typologies of missteps and discuss possible alternative choices of the assessors.
5. Select the proper repairs to restore the relationship with clients.

**Skill Level:** The workshop is open to participants all skills levels pending they have at least a basic knowledge of Therapeutic Assessment.

### #24 Quantitative Models of Psychopathology and Psychological Assessment: A Clinicians Guide

*Mark A. Blais, Psy.D., Massachusetts General Hospital & Harvard Medical School*

**Sunday, March 18, 8:00 am – 11:45 am**



Quantitative models of psychopathology emerged from the empirical study of excessive co-morbidity among DSM disorders. These studies repeatedly found that psychopathology is better conceptualized as a hierarchy of broad integrated dimensions or spectra rather than as discrete individual disorders. Briefly, quantitative models propose that most common and severe forms of psychopathology (e.g. symptoms, signs, and disorders) are actually expressions of three broad higher-order spectra representing Internalizing, Externalizing and Reality Impairing psychopathology. Likewise, the three higher-order spectra are positively correlated suggesting the presence of a more general Global Spectra of psychopathology. The Global Spectra or p-factor is conceptually similar to Spearman's cognitive g-factor. Research suggests that the Global Spectra captures the overall burden of psychopathology and is related to functional impairment, probability of relapse, and sub-optimal treatment response. Conceptually, hierarchical models of psychopathology and psychological assessment are highly compatible and when combined offer a powerful approach to measuring psychopathology, estimating life impairment, and recommending effective treatment (e.g. trans-diagnostic response to psychotherapy and medication). Blais & Hopwood (2016) outlined some potential advantages of integrating quantitative model concepts and findings into assessment training and practice including enhancing our empirical foundation and linking assessment more broadly to psychology. This workshop will use two broadband assessment instruments, the Personality Assessment Inventory (PAI; Morey, 1991) and SPECTRATM (Blais & Sinclair, 2016), to illustrate how clinicians can assess psychopathology consistent with the quantitative model perspective. The workshop will focus primarily on assessing the higher-order dimensions of Internalizing, Externalizing, Reality Impairing and the Global p-factor. It will highlight the relevance of these Spectra to clinical assessment and offer suggestions for integrating Spectra level information into assessment

reports. These concepts will be illustrated using both de-identified case material and empirical findings from a large assessment database.

## Goals and Objectives:

1. Understand how problems inherent within traditional diagnostic systems (DSM) lead to the development of quantitative models of psychopathology.
2. Become familiar with the features of the general quantitative model of psychopathology (higher-order Internalizing, Externalizing, and Reality Impairing Spectra and a Global p-factor).
3. Learn how traditional psychological assessment instruments can be used to assess these higher-order dimensions of psychopathology.
4. Learn a conceptual and practical approach for integrating quantitative model based data and insights into assessment reports.

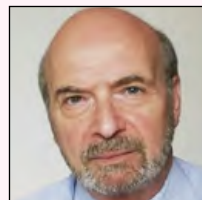
**Skill Level:** This is an introductory level workshop and will be of benefit to all interested assessment psychologists.

## #25 An Applied Introduction to the Crisi Wartegg System (CWS) for the Wartegg Drawing Completion Test

*Alessandro Crisi, Istituto Italiano Wartegg*

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

**Sunday, March 18, 8:00 am – 5:00 pm**



This workshop presents a general introduction to Crisi Wartegg System (CWS), a methodology for the clinical use of the Wartegg Drawing Completion Test (WDCT). The WDCT is a semi-structured, graphic, performance-based personality test, created by Ehrig Wartegg (1939). With a foundation in Gestalt and Psychodynamic theory, the WDCT has been used widely throughout Europe, South America, and Japan, but only recently has become integrated into personality assessment in the United States. Initial scoring systems for the WDCT were considered cumbersome and lacked research-driven validation. In response to these factors, Alessandro Crisi, following years of clinical practice and research, developed the Crisi Wartegg System (CWS; 1998, 2007), a normed and standardized administration, scoring, and interpretation system for the WDCT. Over the past three decades, Dr. Crisi has refined and expanded the CWS through research, broadening the scope of the measure, and increasing the accessibility of the system to clinicians. A recent meta-analysis attests to its validity in assessing personality and psychopathology, and reliability and validity data of the CWS is commensurate with both self-report (MMPI-2) and performance-based (Rorschach) personality measures. The CWS provides an efficient, intuitive, and incrementally valid assessment tool for personality assessment. Able to be administered to individuals of all ages, developmental levels, and cognitive abilities, administration takes approximately 10 minutes, with scoring and interpretation requiring 15-30 minutes for a skilled clinician. Despite these minimal time requirements, the test produces normatively-driven interpretive information commensurate with other performance-based measures of personality, as well as incremental validity based in utility, theoretical application, the non-threatening or non-affectively arousing nature of the test stimuli (which lends itself well for use with children, adolescents, and individuals with significant mental health or personality disorders), and applications to the Therapeutic Assessment model. As such, the CWS is one of the performance-based personality measures approved for certification in the Finn (2007) model of Collaborative/Therapeutic Assessment. With a growing community of trained English-speaking clinicians using the measure, the CWS is a useful addition to the personality assessment toolbox! 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. 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. Lastly, an applied case examples will be presented. Prior to exposure to the CWS, participants will have the opportunity to complete the test independently, with time provided for reflection on their experience and initial reactions.

## Goals and Objectives:

1. Describe personal reactions to the WDCT, reflecting on potential client reactions to the test.
2. 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.

3. List the steps required for proper administration of the WDCT according to the CWS.
4. List and describe the major scoring categories of the CWS.
5. Utilize CWS scores and analyses 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.

## #26 Psychological Testing that Matters: Assessment for Treatment Planning

*Anthony Bram, Ph.D., ABAP, Harvard Medical School*

*Mary Jo Peebles, Private Practice*

**Sunday, March 18, 8:00 am – 5:00 pm**



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

**Skill Level:** Participants have completed two graduate level courses in Psychological Assessment and have conducted a minimum of six (6) test batteries that included performance-based personality (projective) tests.

# WEDNESDAY

Wednesday, March 14, 2018

7:45 am – 5:00 pm                      Registration  
8:00 am – 11:45 am                    Half-Day Workshops - Morning (3)  
8:00 am – 5:00 pm                      Full-Day Workshops (3)

**#1 - The Rorschach Performance Assessment System: Basic Interpretation**

*Joni L. Mihura, PhD, University of Toledo, Toledo, OH*  
*Philip Erdberg, Ph.D. Private Practice, Corte Madera, CA*

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

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

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

8:00 am – 11:45 am (3.5 CE) – Location: DUPONT GALLERY 6

**#3 - A Review of Statistics for Reviewers**

*David L. Streiner, Ph.D., McMaster University, Ontario, Canada*  
*Daniel A. Sass, Ph.D., University of Texas at San Antonio, San Antonio, TX*

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

**#4 - Therapeutic Assessment (TA) in Clients with Personality Disorder**

*Jan. H. Kamphuis, Ph.D., University of Amsterdam, The Netherlands*  
*Hilde De Saeger, De Viersprong, The Netherlands*

*Pamela Schaber, Ph.D. Center for Therapeutic Assessment, Austin, TX*

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

**#5 - An Integrative Approach to Interpreting the MMPI-2-RF and the NEO-PI-R/NEO-PI-3**

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

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

10:00 am – 10:15 am    Break

11:45 am – 1:15 pm    Lunch Break

1:15 pm – 5:00 pm    Half-Day Workshop - Afternoon

1:15 pm – 9:45 pm    Full-Day Workshops – Afternoon/Evening (1)

**#6 - Interpersonal Assessment of Personality Pathology**

*Christopher Hopwood, Ph.D. University of California, Davis*

1:15 pm – 5:00 pm (3.5 CE) – Location: DUPONT GALLERY 8

**#7 - An Introduction to the MMPI-2-RF (Restructured Form)**

*Martin Sellbom, Ph.D., University of Otago, New Zealand*

1:15 pm – 5:00 pm (3.5 CE) – Location: DUPONT GALLERY 6

## #8 - Psychological Assessment and Treatment of Female Offenders

*Ted. B. Cunliffe, Ph.D., Private Practice, Miami, FL*

*Jason M. Smith, Psy.D., FCC Hazelton, Morgantown, West Virginia*

**1:15 pm – 9:45 pm (7 CE) - Location: WEST END**

## #9 - Introduction to R-PAS Forensic Applications in a Family Law Setting

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

*Alissa Sherry, Ph.D., University of Texas at Austin, Austin, TX*

**1:15 pm – 5:00 pm (3.5 CE) - Location: CANCELLED**

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

*Hadas Pade, Psy.D., CSPP-Alliant International University, San Francisco, CA*

*A. Jordan Wright, Ph.D. New York University, Department of Applied Psychology, New York, NY*

**1:15 pm – 5:00 pm (3.5 CE) - Location: METROPOLITAN GALLERY 5**

**3:00 pm – 3:15 pm Break**

**5:00 pm – 6:00 pm Dinner Break**

**5:15 pm – 7:15 pm Board of Trustees Meeting - DISTRICT 2**

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

**7:30 pm – 7:45 pm Evening Break**

## #11 - Integrating the MMPI-2-RF into Contemporary Diagnostic Assessment and Formulation

*Martin Sellbom, University of Otago, New Zealand*

**6:00 pm – 9:45 pm (3.5 CE) - Location: DUPONT GALLERY 6**

## #12 - Using the Inventory of Problems – 29 (IOP-29) to Discriminate Feigned from Bona Fide Mental or Cognitive Disorders

*Luciano Giromini, Ph.D., University of Turin, Italy*

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

**6:00 pm – 9:45 pm (3.5 CE) - Location: DUPONT GALLERY 7**

## #13 - Adjusting the Rorschach for the XXI Century

*James P. Choca, Ph.D., Roosevelt University, Chicago, IL*

**6:00 pm – 9:45 pm (3.5 CE) - Location: DUPONT GALLERY 8**

## #14 - MCMI-IV: The Integration of Theory and Empiricism

*Seth Grossman, Psy.D., Private Practice*

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

Thursday, March 15, 2018

7:45 am – 5:00 pm      **Registration**

7:30 am – 12:00 pm    **Board of Trustees Meeting - DISTRICT 2**

8:00 am – 12:00 pm    **Exhibitors/Bookstore Setup**

8:00 am – 11:45 am    **Half-Day Workshops - Morning (6)**

**#15 - Using the NEO PI-R with Couples**

*Ralph L. Piedmont, Ph.D., Loyola University Maryland*

**8:00 am – 11:45 am (3.5 CE) - Location: DUPONT GALLERY 7**

**#16 - Introduction to the Psychodynamic Diagnostic Manual -2**

*Robert M. Gordon, Ph.D., ABPP*

**8:00 am – 11:45 am (3.5 CE) - Location: WEST END**

**#17 - Therapeutic Feedback with the MMPI-2: A Demonstration**

*Richard Levak, Ph.D., Independent Practice*

*Philip Keddy, Ph.D., Independent Practice & Wright Institute, Berkeley, CA*

**8:00 am – 11:45 am (3.5 CE) - Location: THOMAS**

**#18 - Assessment of Psychological Vulnerabilities in Disputed Confession Cases**

*I. Bruce Frumkin, Ph.D., ABPP, Forensic and Clinical Psychology Associates, PA*

**8:00 am – 11:45 am (3.5 CE) - Location: DUPONT GALLERY 8**

**#19 - Children in the Legal System**

*Ginger Calloway, Ph.D., Private Practice*

*S. Margaret Lee, Ph.D., Private Practice*

**8:00 am – 11:45 am (3.5 CE) - Location: DUPONT GALLERY 6**

**#20 - Developing Proficiency in Diversity-Sensitive Personality Assessment**

*Radhika Krishnamurthy, Psy.D., Florida Institute of Technology, Melbourne, FL*

*Virginia Brabender, Ph.D.*

**8:00 am – 11:45 am (3.5 CE) - Location: GEORGETOWN**

9:45 am – 10:00 am    **Break**

12:00 pm – 5:00 pm    **Exhibits Open**

11:45 am – 1:15 pm    **Lunch Break**

12:00 pm – 1:00 pm    **Lunch Presentations:**

ABAP Preparing for Your Diplomate in Assessment - THOMAS  
Psychology (1 CE) [T/S]

*A. Jordan Wright*

**Proficiency Information Session - DUPONT GALLERY 4**

*Hadas Pade*



## Case Discussion B: The “Mind of the Null-Self” as Projected in the Rorschach and Self-Report Tests (1 CE) [I/M] - WEST END

*Giselle Hass, Private Practice, Washington, DC*

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

*Patrick Fontan, School Psychologist, France*

*Jason M. Smith, FBOP, West Virginia*

*Anne Andronikof, University Paris Nanterre, France*

## Paper Session C: How Can We Increase Referrals for Psychological Assessment? Insights from a Survey of Psychiatrists (1 CE) [CE, T/S] - DUPONT GALLERY 5

*Justin Dean Smith, Northwestern University Feinberg School of Medicine, Chicago, IL*

*Filippo Aschieri, Univeristà Cattolica del Sacro Cuore, Italy*

*Julia Dawson, Milan, Italy*

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

1:15 pm – 3:00 pm Opening Plenary Session - METROPOLITAN BR

### Opening Remarks

*John L. McNulty, Program Chair and*

*President-Elect, SPA Board of Trustees*

### Presidential Address

#### Strategic Planning for SPA

*Robert P. Archer, President SPA Board of Trustees*

### Awards Presentation:

#### Life Time Achievement Award –

**Presenter:** *Robert Archer*

**Recipient:** *Gene Nebel*

#### Katherine Nordal Recognition:

**Presenter:** *Bruce Smith*

**Recipient:** *Katherine Nordal*

#### JPA Editor Recognition:

**Presenter:** *Robert Archer*

**Recipient:** *Steven Huprich*

#### 2017 Walter G. Klopfer Award –

**Presenter:** *Steven K. Huprich, Editor*

*The Journal of Personality Assessment*

**Recipients:** *Anna Hartley and R. Michael Furr*

**Paper:** *A Profile-Based Framework for Factorial Similarity and the Congruence Coefficient*

#### 2017 Martin Mayman Award –

**Presenter:** *Steven K. Huprich, Editor*

*The Journal of Personality Assessment*

**Recipients:** *Robert F. Bornstein*

**Paper:** *Evidence-Based Psychological Assessment*

Samuel J. and Anne G. Beck Award – *Aidan Wright*

Mary Cerney Award – *Trevor Williams*

3:15 pm – 4:15 pm Bruno Klopfer Award (1 CE) – *Tom Widiger* - METROPOLITAN BR

4:15 pm – 4:30 pm Break

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

## Symposium D: Integrating Attachment in Collaborative Therapeutic Assessment: Variations on a Theme (2 CE) [CT] - DUPONT GALLERY 1

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

Using the AAP to Identify and Understand Attachment Trauma During Therapeutic Assessment

*Melissa Lehmann, Center for Therapeutic Assessment, Austin, TX*

Using the AAP in a Therapeutic Assessment with an Adult Man

*Lena Lillieroth, Stockholm Centre for Dependency Disorders, Stockholm, Sweden*

Using Collaborative Therapeutic Assessment and the AAP During Termination: Planting Seeds for Continued Growth

*Caroline Lee, Private Practice, Dallas, TX*

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

## Symposium E: Clinical and Forensic Assessment of Alexithymia: Concept, Construct, and Experience (2 CE) [FO] - THOMAS

Chair: *Marvin Acklin, John A. Burns School of Medicine, Honolulu, HI*

Oneself as Another: Alexithymia and the Understanding of Minds

*Marvin Acklin, John A. Burns School of Medicine, Honolulu, HI*

Recent Developments in the Measurement of Alexithymia Construct: A Multi-Method Approach

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

Alexithymia and Adherence to Treatment in Type 2 Diabetes

*Piero Porcelli, University of Chieti Via dei Vestini, Chieti, Italy*

*Emanuela Brusadelli, University of Bicocca, Milan Italy*

*Alessandra Tomasich, Alessia Romanazzi, Samantha Bruno, Valentina Moro, ASST Rhodense, Milan, Italy*

Blind Rage: Alexithymia, Affective Violence, and Rage-Type Murder

*Marvin Acklin, John A. Burns School of Medicine, Honolulu, HI*

Discussant: *James H. Kleiger, Private Practice*

## Integrated Paper Session F: International Rorschach Research Addressing Variable Validity [I/M] - DUPONT GALLERY 4

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

## Card Turning: Flexibility or Faux Pas?

*Marzia Di Girolamo, Luciano Giromini, Alessandro Zennaro, University of Turin, Italy*

## Examining Intra-individual Stability of Content, Thematic Presentation, and Complexity in Rorschach Responses

*Emily T. O'Gorman, Gregory Meyer, University of Toledo, Toledo, OH*

## Predicting Narcissistic and Grandiose Behavior on FaceBook Using Rorschach Potential Grandiosity and Narcissism Variables

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

*Abufazel Hosseinasab, University of Toledo, Toledo, OH and Tarbiat Modares University, Tehran*

## Strong and Consistent Evidence for Detecting Psychosis with the Rorschach: Meta-Analytic Findings

*Francesca Ales, University of Toledo, Toledo, OH and University of Turin, Italy*

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

## The Role of Inkblot Location Use in the Assessment of Psychosis on the Rorschach

*Benjamin Berry, Gregory Meyer, University of Toledo, OH*

## Using the R-PAS Vigilance-Composite (V-Comp) to Assess Hypervigilance Among People with Subjectively Perceived Loneliness

*Manali Roy, Joni Mibura, Gregory Meyer, University of Toledo, Toledo, OH*

*Francesca Ales, University of Toledo, Toledo, OH and University of Turin, Italy*

## Roundtable Discussion G: Fostering Cultural Competency in Graduate Students Conducting Assessments (2 CE) [T/S] - GEORGETOWN

Chair: *Leighko Toyoshima Yap, Argosy University, San Francisco, CA*

## Fostering Cultural Competency in Graduate Students Conducting Assessments

*Leighko Toyoshima Yap, Argosy University, San Francisco, CA*

*Kinshasa Bennett, Wright Institute, Berkeley, CA*

*Christy Hobza, Argosy University, San Francisco, CA*

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

## Symposium H: Neurocognitive Testing, Personality Assessment, and Psychoanalytic Psychotherapy: An Integrative Clinical Illustration (2 CE) [I/M] - WEST END

Chair: *Christina Biedermann, Austen Riggs Center, Stockbridge, MA*

## The Case History: Individual and Family Dynamics

*Michael Blake, Austen Riggs Center, Stockbridge, MA*

## The Neuropsychological Assessment

*Jed Yalof, Immaculata University, Immaculata, PA*

## The Personality Assessment

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

## Psychoanalytic Integration: Reflections and Possibilities

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

Discussant: *Christina Biedermann, Austen Riggs Center, Stockbridge, MA*

## Paper Session I: Exploring Aspects of Personality Psychopathology - DUPONT GALLERY 5

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

### Contemporary MMPI-2 Personality Disorder Spectra Scales

*Abby L. Mulay, Nicole M. Cain, Long Island University, Brooklyn, NY*

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

*Michael T. Finn, Jenna E. Gilmore, University of Tennessee, Knoxville, TN*

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

*Christopher J. Hopwood, University of California, Davis, CA*

*David S. Nichols, Retired, Portland, OR*

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

*Marisa L. Whitley, University of Tennessee, Knoxville, TN*

### The Comprehensive Assessment of Psychopathic Personality (CAPP) – Self-Report Version: Development and Initial Validation

*Martin Sellbom, University of Otago, New Zealand*

*David J. Cooke, University of Bergen, Norway*

*Yiyun Shou, Australian National University, Canberra, Australia*

### Relations Between MMPI-2-RF Psychopathy Indices and Facets of Impulsivity

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

*Dustin B. Wygant, Eastern Kentucky University, Richmond, KY*

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

### Evaluating Antagonism and Its Facets Through Interpersonal Theory

*Trevor Ford Williams, Leonard Simms, University of Buffalo, Buffalo, NY*

*Aidan Wright, University of Pittsburgh, Pittsburgh, PA*

### Age-Neutrality of a Brief Assessment of the DSM-5 Alternative Model for Personality Disorders in Older Adults

*Inge Debast, Vrije Universiteit, Brussels*

### MMPI-2-RF Correlates with Dimensions of Schizotypy

*Kaitlin Arnold, Jennifer E. Keane, Yelena Gonzalez, Audra Biermann, Dylan Songer,*

*Courtney Wiesepape, Pradeep Thamboo, Kevin Bolinsky, Indiana State University, Terre*

*Haute, IN*

**6:45 pm – 7:45 pm    Book Signing**

**6:45 pm – 7:45 pm    President's Welcoming Reception - DUPONT BR**

## 6:45 pm – 7:45 pm Poster Session I

Chair: *John McNulty, Program Chair and President-Elect SPA Board of Trustees*

### Black-White Differences Among Inpatients on the MMPI-2-RF

*Yelena Gonzalez, Audra Biermann, Kaitlin Arnold, Jennifer E. Keane, Dylan Songer, Pradeep Thamboo, Courtney Wiesepape, Kevin Bolinskey, Elizabeth Smith, Indiana State University, Terre Haute, IN*

### Revisiting the Taxonicity of Schizotypy: Replication and Extension of Lenzenweger and Korfine (1992)

*Elizabeth Smith, Kevin Bolinskey, Indiana State University, Terre Haute, IN*

### A Sequence Analysis Model for the Thematic Apperception Test

*Lisa B. Jannetta, Jed Yalof, Edward Jenny, Bonnie Socket, Immaculata University, Malvern, PA*

### Personality Predicts Rumination Above Current Depression and Anxiety Symptoms

*Hilary L. DeShong, Mississippi State University, Starkville, MS  
DeMond M. Grant, Stephanie N. Mullins-Sweatt, Oklahoma State University, Stillwater, OK*

### The MMPI-2-RF and Academic Performance Within a College Sample

*Audra Biermann, Indiana State University, Terre Haute, IN  
Kevin R. Myers, Cherokee Mental Health, Morristown, TN  
Dylan Songer, Kevin Bolinskey, Indiana State University, Terre Haute, IN*

### Within Person Covariation of Narcissistic Grandiosity and Vulnerability in Daily Life

*Emily Dowgwillo, Sindes Darwood, Chloe F. Bliton, Aaron L. Pincus, The Pennsylvania State University, State College, PA*

### The DSM-5 Alternative Model for Personality Disorder (AMPD) as a Diagnostic Heuristic: Two Case Examples

*Megan Schmidt, Jennifer Bishop, The University of Tennessee, Knoxville, TN  
Mark H. Waugh, The University of Tennessee, Knoxville, TN and Oak Ridge National Laboratory, Oak Ridge, TN*

### Relationship Between Defense Mechanisms and Pathological Personality Characteristics in a Community Brazilian Sample

*Lucas de Francisco Carvalho, Ana Maria Reis, Giselle Pianowski, São Francisco University, Itatiba, São Paulo, Brazil*

### Digital Phenotyping in Mental Health: A Systematic Review

*Lucas de Francisco Carvalho, Giselle Pianowski, São Francisco University, Itatiba, São Paulo, Brazil*

### Construct and Paradigm in the DSM-5 Alternative Model of Personality Disorder

*Abby Mulay, Nicole M. Cain, Long Island University, Brooklyn, NY  
Mark H. Waugh, The University of Tennessee, Knoxville, TN and Oak Ridge National Laboratory, Oak Ridge, TN  
Christopher J. Hopwood, University of California, Davis, CA  
Jonathan M. Adler, Olin College of Engineering, Needham, MA*

An Examination of the PAI-A Psychosis Indicators in an Adolescent Inpatient Sample: A Construct Validity Study

*Maria Rozon, Stephen Pappalardo, Fairleigh Dickinson University, Teaneck, NJ  
John Stokes, David L. Pogge, Four Winds Hospital*

The Cross-Racial Generalizability of the Inventory of Interpersonal Problems

*Blessy Bellamy, University of Pittsburgh, PA*

Defensive Functioning in Cancer Patients with Somatization Disorder

*Trisha Zimmerman, John Porcerelli, University of Detroit, Mercy  
Elayne Arterbery, Seton Cancer Center, Ascension Health*

Do Normative and Pathological Personality Traits Overlap? A Conjoint Confirmatory Factor Analysis of the NEO-PI-3 and PID-5

*Lisa Stone, Julie Walsh-Messinger, University of Dayton, Dayton, OH*

“Faking Good” or a Belief in One’s Goodness?

*Raymond E. King, Federal Aviation Administration, Washington, D.C.*

Mapping Big Five Personality Traits Within and Across Interpersonal Circumplex Surfaces

*Tianwei V. Du, Alison E Yardley, Katherine M. Thomas, Purdue University,  
West Lafayette, IN*

Evaluating the Validity of Supplemental Indices of the Personality Assessment Inventory

*Morgan N. McCredie, Leslie C. Morey, Texas A&M University, College Station, TX*

An Examination of the MMPI-2-RF Somatic/Cognitive Scales

*Elizabeth Shull, Linda Baum, Regent University, Virginia Beach, VA*

The Relationship Between Childhood Physical and Sexual Abuse, Borderline Personality Disorder, and Difficult Doctor Patient Relationships

*Ian Moore, University of Detroit Mercy, Detroit, MI*

A Comparison of MMPI-2 Profiles of Individuals with Pedophilic Disorder and Chemically Dependent Substance Abusers

*Caitlin R. Green, James N. Madero, Steven Thorp, Matthew Porter, Alliant International  
University, San Diego, CA*

The Unity of the MMPI-A-RF in Assessing Adolescents with Violent Histories

*Madison Simons, Trevor Wolterstorff, Tyler Kragt, Linda Baum, Regent University,  
Virginia Beach, VA*

When Health Becomes Unhealthy: The Effects of Personality Traits and Exposure to Online Health Blogs on Self-Esteem and Affect

*Yaeun Lee, Idaho State University  
John E. Kurtz, Villanova University, Villanova, PA*

Object Relations & Emotional Intelligence: A Primary Case Study

*Khrystyna Melnyk, Callie Jowers, John Porcerelli, University of Detroit Mercy, Detroit, MI  
John Jones, United States Air Force, Antonio, TX*

## Narcissism and Mate Retention Behaviors: Do Certain Fundamental Social Motives Mediate the Association?

*Jennifer K. Vrabel, Virgil Zeigler-Hill, Ashton Southard, Oakland University, Michigan*

## Trainee 'Experts' Perceptions of Clinical Utility Across Four Diagnostic Methods of Personality Pathology

*Erica Benfield, University of Detroit-Mercy, Detroit, MI  
Sharon Nelson, Eastern Michigan University, Ypsilanti, MI  
Steven Huprich, University of Detroit-Mercy, Detroit, MI*

## Examining the Discriminant Validity of Positive and Negative Urgency

*Andrew J. Kremyar, Tayla T.C. Lee, Johnathan D. Forbey, Ball State University, Muncie, IN*

## Conceptions of Adulthood Status: Development of a Qualitative Coding Scheme

*John Kurtz, Nicole Mastracchio, Villanova University, Villanova, PA*

## Examining the Construct Complexity of the LPF of the DSM-5 Section II AMPD

*Darren J. Garcia, Mark H. Waugh, Megan Schmidt, Rebecca M. Skadberg, Michael T.M. Finn, Gretchen Kurdziel, Connor L. Smith, University of Tennessee, Knoxville, TN*

## Criterion Referenced Validity of ICD-11 Personality Impairment Ratings: A Meta-Analytic Review Assessment and Diagnosis

*Stephanie M. Waslin, Robert F. Bornstein, Adelphi University, Garden City, NY*

## Evaluating the Role of Functional Impairment in Personality Psychopathology

*Jennifer K. Boland, Tatjana Damrnjanovic, Jaime L. Anderson, Sam Houston State University, Huntsville, TX*

## Interactions of Gender and Relationship Status with Depressive Symptoms and Interpersonal Problems

*Alana Harrison, Sharon Rae Jenkins, University of North Texas, Denton, TX*

## DSM-5 Section III Criterion A Deficits and the Five-Factor Model

*Gillian A. McCabe, Thomas A. Widiger, University of Kentucky, Lexington, KY*

## The Impact of Language and Acculturation on MMPI-2-RF Profiles Taken by Bilingual English and Arabic Speakers

*Julie Boutros, Ronald Stolberg, Mojgan Khademi, Taryn Beard, Sabiba Chandhok, Alliant International University, San Diego, CA*

## Does Personality Dysfunction Run in the Family? Examining Correlations Between Personality Dysfunction and Views of Parent Personality Dysfunction.

*Jennifer Phillips, The Pennsylvania State University  
Michael J. Roche, Penn State, Altoona*

## MMPI-2-RF L-r and K-r Scale Score Associations with Impression Management and Self Deception

*Nicole M. Lemaster, Jordan T. Hall, Andrew J. Kremyar, Tayla T.C. Lee, Johnathan D. Forbey, Ball State University, Muncie, IN  
William Ajayi, Cleveland V.A. Medical Center, Cleveland, OH*

*Lesley Ann Friedhoff, United States Air Force Navarre, FL*  
*John R. Graham, Kent State University, Kent, OH*

An Examination of the Reliability and Validity of the Computerized Adaptive Test of Personality Disorder-Static Form (CAT-PD-SF)

*Tessa Long, Ellen Reinhard, Jaime Anderson, Sam Houston State University, Huntsville, TX*  
*Martin Sellbom, University of Otago, New Zealand*

Investigating the Comparability of MMPI-A and MMPI-A-RF Scales of Substance Use and Family Problems in a Sample of Juvenile Delinquents

*Ashani Pompey, Linda J. Baum, Regent University*

Assessment of Fluctuation Between Grandiose and Vulnerable Narcissism: Development and Initial Validation of the FLUX Scales

*Joshua R. Oltmanns, Thomas A. Widiger, University of Kentucky, Lexington, KY*

Understanding the Relationship Between Personality Pathology and Attachment Style: What do Trait Domains and Self-Other Functioning Tell Us?

*Rachel Pad, Steven Huprich, University of Detroit-Mercy, Detroit, MI*

*Matthew Macaluso, Rosalie Zackula, Lyle Baade, Jennifer Jackson, KU School of Medicine Wichita, Wichita, KS*

The Role of Dimensional Aspects of Depression in Family-Oriented Prevention Program Outcomes

*James Sexton, Margaret Hilton, Debanjoli Das, Molly Tulipan, George Washington University, Washington, D.C.*

What Did Those 39 Responses Tell Us? A Therapeutic Assessment Case Study Comparing Traditional and R-Optimized Administration of the Rorschach

*Jeffrey Vance, Alana Harrison, Sharon Rae Jenkins, University of North Texas, Denton, TX*

8:00 pm

**SPAGS Social**

Location: Off Site: Bier Baron Tavern  
 1523 22nd Street NW  
 Washington, DC 20037



Friday, March 16, 2018

7:00 am – 8:00 am	JPA Editorial Board Breakfast - QUAD 2
7:00 am – 8:00 am	Proficiency Committee Breakfast - QUAD 3
7:45 am – 5:00 pm	Registration
8:00 am – 5:00 pm	Exhibits Open
8:00 am – 10:00 am	Scientific Sessions (6)

**Symposium A: Integrating Neuropsychology and Psychodynamic Understanding in Rorschach Assessment of Senior Adults (2 CE) [I/M] - DUPONT GALLERY 5**

Chair: Piero Porcelli, University of Chieti, Chieti, Italy

Neuroscience and the Rorschach: Perspectives for Clinical Integration in the Study of Brain

*Piero Porcelli, University of Chieti, Italy*

Is There an Upper Age Limit for Rorschach Assessment?

*Liat Appel, Ruppin Academic Center, Israel*

“I Just Can’t Do It, Doc”: PTSD and Cognitive Decline in an Elderly Man

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

“It Looks Like an Island”: Rorschach Performance in a Rapidly Evolving Case of Dementia of the Alzheimer’s Type

*Emiliano Muzio, Terapiatalo Sointu, Helsinki, Finland*

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

**Symposium B: Life Stories and Therapeutic Stories: Clinical Empirical Perspectives (2 CE) [CT] - DUPONT GALLERY 1**

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

From the Firepit to the Computer: Searching for the Right Story

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

Discovering the Value of Story: A Skeptic’s Journey

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

Lights! Camera! Assessment! Use of Clients’ Stories to Encourage Self-Reflection, Increase Engagement, and Promote Change

*Jacob Palm, Southern California Center for Collaborative Assessment  
Filippo Aschieri, Universita Cattolica del Sacro Cuore, Milano, Italy*

**Integrated Paper Session C: Empirical Methods for a Review of Systems [I/M] - GEORGETOWN**

Chair: *Allan R Harkness, University of Tulsa, Tulsa, OK*

Introduction to Empirical Methods for a Preview of Systems

*Allan R. Harkness, University of Tulsa, Tulsa, OK*

Over 100 Years of Assessing Reality Modeling for Action: An Eye Tracking Primer for Personality Assessors

*Margaret C. Achee, University of Tulsa, Tulsa, OK*

What Has Been Learned About Reality Modeling Versus Psychoticism Using Eye Tracking  
*Grace E. Kempf, University of Tulsa, Tulsa, OK*

Detecting Stable System Properties with More Than One Session, More Than One Instrument: Managing Error in the Review of Systems  
*William T. Bryant, University of Tulsa, Tulsa, OK*

Applying a Review of Systems to the Dynamics of Dyads: A Methods Example  
*Julia M. Evans, University of Tulsa, Tulsa, OK*  
 Discussant: *Paul Arbisi, University of Minnesota, Minneapolis, MN*

## **Symposium D: Applications of Personality in Business and Organizational Contexts (2 CE) [I/M] - WEST END**

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

Assessing Attachment in the Workplace  
*Hal Shorey, Widener University, Chester, PA*

Employees High and Low in Personal Intelligence Differ in Their Workplace Perceptions and Behaviors  
*John D. Mayer, University of New Hampshire*

Using Both Bright-Side and Dark-Side Personality Assessments Through the Employee Lifecycle  
*Jeff Foster, Hogan Assessments, Tulsa, OK*

Innovation Leadership – Assessing Leaders for Their Ability to Stand Out from the Crowd  
*Louise Yochee Klein, Courage Growth Partners*

Building a Personality Battery for Leadership and Executive Coaching  
*Jennifer Fetterman, Onward Behavioral Health, Media PA*  
 Discussant: *Hal Shorey, Widener University, Chester, PA*

## **Integrated Paper Session E: Leveraging the Strengths of Multimethod Assessment [I/M] - THOMAS**

Chair: *Michael J. Roche, Penn State, Altoona, PA*

Assessing the Impact of Traumatic Stress: Variations in Psychopathology and Neuro-Cognitive Functioning in an Adult Clinical Sample  
*Brian Van Buren, Michelle B. Stein, Laura A. Richardson, Shannon E. Kelley, Wei-Jean Chung, Mark A. Blais, Massachusetts General Hospital & Harvard Medical School*

An Exploration of Convergence and Divergence Among Measures of Psychosis  
*Christina Massey, Michelle B. Stein, Wei-Jean Chung, Laura A. Richardson, Shannon E. Kelley, Brian R. Van Buren, Mark A. Blais, Massachusetts General Hospital & Harvard Medical School*

Examining the Validity of the Level of Personality Functioning Scale Across Self and Observer Reports  
*Michael Roche, Penn State Altoona*  
*Jennifer Phillips, Nicholas C. Jacobson, The Pennsylvania State University*

Metacognition: An Exploration Through Method Convergence and Correlates of Personality Functioning

*Wei-Jean Chung, Michelle, B. Stein, Laura A. Richardson, Shannon E. Kelley, Brian R. Van Buren, Mark A. Blais, Massachusetts General Hospital & Harvard Medical School*

What Do Rorschach Variables Measure: Psychopathology or Neurocognitive Ability?

*Mark A. Blais, Massachusetts General Hospital & Harvard Medical School*

## **Integrated Paper Session F: Assessing the Self [I/M, C/A] - DUPONT GALLERY 4**

Chair: *Christopher J. Hopwood, University of California-Davis, Davis, CA*

A Nuclear Twin Family Study of Self-Esteem

*Wiebke Bleidorn, University of California-Davis, Davis, CA*

*Anke Hufer, Bielefeld University, Bielefeld, Germany*

*Christian Kandler, Medical School Berlin, Berlin, Germany*

*Christopher Hopwood, University of California, Davis, Davis, CA*

*Rainer Riemann, Bielefeld University, Bielefeld, Germany*

A Person-Centered Approach to Assessing Adolescent Emotion

*Caitlin C. Turpyn, Tara M. Chaplin, George Mason University, Fairfax, VA*

*Emily C. Cook, Rice University, Houston, TX*

*Alexandra M. Martelli, Virginia Commonwealth University, Richmond, VA*

The Fragile Nature of Self-Esteem

*Jennifer Vrabel, Virgil Zeigler-Hill, Oakland University, Oakland, MI*

Potential Contributions to Understanding the Self from the Rorschach Performance Assessment System

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

*Abufazel Hosseininasab, Tarbiat Modares University, Tehran, Iran and University of Toledo, Toledo, OH*

10:00 am – 10:15 am **Break**

10:15 am – 11:15 am **Master Lecture I: Paul Lerner Memorial Lecture (1 CE) – Gregory J. Meyer**

11:15 am – 12:45 pm **Lunch Break - METROPOLITAN BR**

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

Health Psychology - **GEORGETOWN**

Psychoanalytic Assessment [AN] - **THOMAS**

Teaching/Training Personality Assessment [T/S] - **WEST END**

12:45 pm – 1:45 pm **Master Lecture II (1 CE) – Eric Zillmer**

1:45 pm – 2:15 pm **Exhibitor Break - METROPOLITAN BR**

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

**Integrated Paper Session G: Empirical Reflections of Narcissism: Structure, Correlates, and Process [I/M] - THOMAS**

Chair: *Aidan G.C. Wright, University of Pittsburgh, PA*

Narcissism and Explicit Self-Esteem: A Nomological Network Analysis

*Joshua D. Miller, Courtland S. Hyatt, Chelsea Sleep, University of Georgia, Athens, GA*

Uncovering the Structure of Narcissism: Using Item-Level Analyses to Describe Narcissism from Broad to Narrow Traits

*Michael L. Crowe, University of Georgia, Athens, GA*  
*Donald R. Lynam, Purdue University, West Lafayette, IN*  
*Joshua D. Miller, University of Georgia, Athens, GA*

Subtypes of Narcissism: Results from Model-Based Cluster Analysis

*Donald R. Lynam, Colin Vize, Purdue University, West Lafayette, IN*  
*Joshua D. Miller, University of Georgia, Athens, GA*

Measuring Grandiose and Vulnerable Manifestations of Narcissism in Daily Life

*Aidan G.C. Wright, Elizabeth A. Edershile, University of Pittsburgh, PA*  
*Michael L. Crowe, Joshua D. Miller, University of Georgia, Athens, GA*

**Roundtable Discussion H: Diversity-Minded Personality Assessment as a Tool to Make the World More Inclusive and Just? [T/S] - DUPONT GALLERY 5**

Chair: *Giselle Hass, Private Practice, Washington, DC*

Questions to Address

*Radhika Krishnamurthy, Florida Institute of Technology, Melbourne, FL*  
*Virginia Brabender, Widener University Center, Chester, PA*  
*Crista Maracic, Adelphi University, Garden City, NY*  
*Trevor Williams, University at Buffalo, Buffalo, NY*

Discussant: *Erlanger A. Turner, University of Houston-Downtown, Houston, TX*

**Integrated Paper Session I: Diagnostic Dilemmas in Child Assessment: The Shattering Experience of Trauma and Psychosis [CA] - GEORGETOWN**

Chair: *Barbara L. Mercer, WestCoast Children's Clinic, Oakland, CA*

The Frankenstein Spider: The Role of the Perceptual Thought Index in Trauma

*Nia Saunders, WestCoast Children's Clinic, Oakland, CA*

“What is My True Disorder? The Transformative Power of a Differential Trauma Diagnosis

*Elena Baikova, West Coast Children's Clinic, Oakland, CA*

The Devil with Red Eyes and Mustache: The Intersection of Trauma and Psychosis in the Rorschach of an Eight-Year Old Boy

*Rebecca Gitenstein, Private Practice, Oakland, CA*

“I See the Depths of My Own Soul”: Trauma in the Rorschach of a 19-Year Old Male with Schizoaffective Disorder

*Laura Janowitch, WestCoast Children's Clinic, Oakland, CA*

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

**Integrated Paper Session J: Interpersonal Functioning in Pathological Narcissism [I/M] - DUPONT GALLERY 1**

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

Interpersonal Profiles Associated with Narcissistic Grandiosity and Narcissistic Vulnerability

*Nicole M. Cain, Long Island University, Brooklyn, NY*

## Interpersonal Problems Associated with Grandiose and Vulnerable Subtypes of Narcissism

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

*Nicole M. Cain, Long Island University, Brooklyn, NY*

## Narcissistic Interpersonal Subtypes within the Nomological Net

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

*Nicole M. Cain, Long Island University, Brooklyn, NY*

## Investigation of Pathological Narcissism, Rejection Sensitivity, and Conscious and Unconscious Affect Following a Behavioral Social Rejection

*Scott Sasso, Nicole M. Cain, Kevin B. Meehan, Philip S. Wong, Lisa Rimsky, Long Island University, Brooklyn, NY*

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

## **Integrated Paper Session K: Further Advancements in the Development of the SCORS-G - WEST END**

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

## Reducing the Effects of SCORS-G Protocol “Blandness” in TAT narratives

*Michelle B. Stein, Massachusetts General Hospital/Harvard Medical School, Boston, MA*

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

*Jenelle Slavin-Mulford, Augusta University, Augusta, GA*

*Wei Jean Chung, Laura Richardson, Christina Massey, Brian Van Buren, Shannon Kelley,*

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

## Context & Card: Is the SCORS-G Factor Structure Consistent Across TAT Cards?

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

*Michelle B. Stein, Massachusetts General Hospital/Harvard Medical School, Boston, MA*

*Lena Rammouni, University of Michigan-Dearborn, Dearborn, MI*

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

## Timulus Characteristics in Picture Story Exercise Cards and their Effect on Social Cognition and Object Relations Scale-Global Ratings

*Emily T. O’Gorman, University of Toledo, Toledo, OH*

*Haley R. Cobb, Villanova University, Philadelphia, PA*

*Liana Galtieri, The University of Texas at Austin, Austin, TX*

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

## Correlations Between Interpersonal Measures of the Social Cognition and Object Relations Scale (SCORS-G), Experiences in Close Relationships Scale (ECR) and Personality Functioning

*Laura Richardson, Michelle B. Stein, Massachusetts General Hospital/Harvard Medical School, Boston, MA*

*Jenelle Slavin-Mulford, Augusta University, Augusta, GA*

*Wei Jean Chung, Shannon Kelley, Brian Van Buren, Mark A. Blais, Massachusetts General Hospital/Harvard Medical School, Boston, MA*

## Flexibility and Rigidity in Object Relational Functioning: Assessing Change in Suicidal Ideation and Global Functioning Using the SCORS-G

*A. Jill Clemence, Albany Medical College, Albany, NY*

*Katie Lewis, Austen Riggs Center, Stockbridge, MA*

*John H. Porcerelli, University of Detroit Mercy, Detroit, MI*

**Symposium L: International Rorschach Research Addressing Administration, Coding, and Validity (2 CE) - DUPONT GALLERY 4**

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

**R-Optimized Administration and its Impact on the Rorschach Response Processes**

*Giselle Pianowski, Universidade São Francisco, Brazil*

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

*Anna Elisa de Villemor-Amaral, Universidade São Francisco, Brazil*

**Perceived Versus Achieved R-PAS Coding Competence: A Study with New Learners**

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

**An Italian Study on the Cross-Cultural Applicability of the ODL Variable**

*Emanuela Brusadelli, University of Bicocca, Milan, Italy; ASST Rhodense Hospital, Garbagnate Milanese*

*Filippo Aschieri, European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milano, Italy*

*Ilaria Durosini, Università Cattolica del Sacro Cuore, Milano, Italy*

*Cristina Bramaschi, Private Practice, Milan, Italy*

*Sara Bondioli, Private Practice, Milan, Italy*

*Michela Madafferi, ARP Association, Milan, Italy*

*Alessandra Tomasich, Alessia Romanazzi, ASST Rhodene, Garbatgnate Milanese, Italy*

*Margherita Lang, University of Bicocca, Milan, Italy*

*Luciano Giromini, University of Turin, Italy*

**Dependence in the Brain and Dependence in the Blots: An fMRI Study with the Rorschach**

*Luciano Giromini, University of Turin, Italy*

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

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

**The Effect of Administration Procedures on the Clinical Utility and Validity of the Rorschach**

*Giselle Pianowski, Universidade São Francisco, Brazil*

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

*Anna Elisa de Villemor-Amaral, Universidade São Francisco, Brazil*

**Why We Need a Formal, Systematic Approach to Validate Psychological Tests: The Case of the Rorschach Comprehensive System**

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

*George Bombel, Menninger Clinic, Houston, TX*

*Nicolae Dumitrascu, Danielsen Institute, Boston University, Boston, MA*

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

**4:30 pm – 5:30 pm Marguerite R. Hertz Memorial Presentation in Memory of Lee Cronbach (1 CE) - METROPOLITAN BR**

**Presenter: Dr. Noreen M. Webb**

**6:00 pm Load Buses**

**6:30 pm – 8:30 pm SPA 80th Anniversary/100th Volume JPA Reception – House of Sweden**

Saturday, March 17, 2018

- 7:00 am – 8:00 am      Exchange Editorial Board Breakfast - RESTAURANT  
 7:45 am – 5:00 pm      Registration  
 8:00 am – 3:00 pm      Exhibits Open  
 8:00 am – 10:00 am     Scientific Sessions (6)

**Paper Session A: Performance Based Assessment Around the World - DUPONT GALLERY 4**

Chair: *Alessandro Crisi, Istituto Italiano Wartegg, Italy*

**“500 Psychiatric Patients Assessed Through the Crisi Wartegg System”**

*Alessandro Crisi, Istituto Wargtegg, Rome, Italy*

*Ferdinando Testa, Private Practice*

*Isabella Lops, Istituto Italiano Wartegg, Rome, Italy*

**“He Has Torn Impulses that Bother Him”: Fifteen Year Follow Up on a Psychological Test Battery Volunteer**

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

**SPA Contributions to Personality Assessment in Finland**

*Heikki Toivakka, Private Practice, Finland*

**Therapeutic Assessment Effectiveness: A Meta-Analytic Study**

*Ilaria Durosini, Filippo Aschieri, Università Cattolica del Sacro Cuore, Milan, Italy*

**Pre- and Post-Treatment Changes in Rorschach and Self-Report Results of 22 Traumatized Refugees**

*Ellen Hartmann, University of Oslo, Norway*

**The Contribution of Rorschach and Attachment Orientation to the Comprehension of Adult’s Attention Deficit and Hyperactivity Disorder**

*Ety Berant, Daphna Koppelman-Rubin, Rinat Shay, Baruch Ivcher School of Psychology, Herzliya, Israel*

**Integrated Paper Session B: Towards a Scientific Integration of Structure and Process in Psychological Assessment [I/M] - DUPONT GALLERY 5**

Chair: *Aidan Wright, University of Pittsburgh, Pittsburgh, PA*

**Distinct Features of an Interpersonal Approach to Personality Assessment**

*Christopher J. Hopwood, University of California, Davis, Davis, CA*

**Comparing Conjoint Measurement Models of Interpersonal Surfaces**

*Evan W. Good, Michigan State University*

*Christopher J. Hopwood, University of California, Davis, Davis, CA*

**Fluctuations in Grandiose and Vulnerable Narcissistic States: A Momentary Perspective**

*Elizabeth A. Edershile, Aidan G.C. Wright, University of Pittsburgh, Pittsburgh, PA*

The Role of Interpersonal Style in Relational Regulation

*William C. Woods, Aidan G.C. Wright, University of Pittsburgh, Pittsburgh, PA*

**Integrated Paper Session C: 20,000 Leagues Under the Sea: A Deep Dive Into the Personality of the Complex Psychiatric Patient [I/M] - DUPONT GALLERY 1**

Chair: *Steven Ackerman, The Austen Riggs Center, Stockbridge, MA*

Changes in Mentalization in Borderline Versus Narcissistic Patients

*David Neal, George Fox University, Newburg, OR*

Exploring the Anaclitic and Introjective Personality Types: What Can We Learn?

*Seth Pitman, The Austen Riggs Center, Stockbridge, MA*

Comparing Social Cognition Between Individuals with Borderline Personality Disorder and Schizophrenia-Spectrum Disorder

*Jeremy Ridenour, The Austen Riggs Center, Stockbridge, MA*

Still, and In Motion: An EMA Case Study of Interpersonal Dynamics

*Katie Lewis, The Austen Riggs Center, Stockbridge, MA*

Discussant: *Marilyn Charles, The Austen Riggs Center, Stockbridge, MA*

**Symposium D: Using the Rorschach Performance Assessment System (R-PAS) with Children and Adolescents (2 CE) [CA] - WEST END**

Chair: *Philip Erdberg, UCSF, San Francisco, CA*

R-PAS with Children and Adolescents: Psychometric Issues

*Philip Erdberg, UCSF, San Francisco, CA*

*Jessica Lipkind, WestCoast Childrens Clinic, Oakland, CA*

*Donald Viglione, Alliant University, San Diego, CA*

**Symposium E: Exploring the Dynamics of Criminal and Violent Behavior: Theoretical Considerations and Rorschach Findings (2 CE) [FO] - THOMAS**

Chair: *Emiliano Muzio, Terapiatalo Sointu, Finland*

The Ordinary and Not So Ordinary Murderer: A Similar Scenario?

*Anne Andronikof, Paris Nanterre University, Paris, France*

Understanding the Psychology of Evil: The Rorschach of Serial Killer Ted Bundy

*Emiliano Muzio, Terapiatalo Sointu, Helsinki, Finland*

A Rorschach Comparison Between Males and Females with Sex Offenders Against Minors

*Jason M. Smith, FBOP, West Virginia*

*Carl B. Gacono, Private Practice*

*Ted B. Cunliffe, Private Practice, FL*

*Patrick Fontan, Paris Nanterre University, Paris, France*



## **Symposium F: Changing the Adults in Collaborative Assessments of Adolescents (2 CE) [CT, C/A] - GEORGETOWN**

Chair: *Filippo Aschieri, European Center for Therapeutic Assessment, Milano, Italy*

Changing Mental Health Professionals in Residential Communities for Adolescents

*Carlo Vetere, Istituto Veneto di Terapia Familiare, Treviso, Italy*

Changing Adolescents' Parents in Outpatients Settings

*Anna Laura Tarocchi, Azienda Ospedaliera Fatebenefratelli-Sacco, Milano, Italy*

Changing Teachers in School Assessments

*Carola Iris Ferrafi, Private Practice, Milano, Italy*

Discussant: *Filippo Aschieri, European Center for Therapeutic Assessment, Milano, Italy*

**10:15 am – 12:15 pm Scientific Sessions (6)**

## **Symposium G: The Assessment Framework: Testing the Limits in Administration and Interpretation (2 CE) [I/M, T/S] - DUPONT GALLERY 4**

Chair: *Anthony Bram, Harvard Medical School, Cambridge, MA*

“Testing the Limits in Personality Assessment Administration: Considerations and Illustrations”

*Anthony Bram, Harvard Medical School, Cambridge, MA*

“Sequential Narrative Approach to Rorschach Interpretation”

*Jed Yalof, Immaculata University, Immaculata, PA*

Test Testing the Limits with the Use of Forensic Assessment Instruments

*Kostas Katsavodakis, John Jay College, New York, NY*

Bringing a Neuropsychologists; Mindset to Testing the Limits in Personality Assessment

*Melinda Kulish, Harvard Medical School, Cambridge, MA*

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

## **Symposium H: A Critical Review of R-PAS (2 CE) - DUPONT GALLERY 5**

Chair: *Patrick Fontan, Paris West University, Arcueil, France*

The Validity and Generalizability of CS Rorschach Research

*Jason Smith, FBOP, West Virginia*

Cross National Differences in Rorschach Reference Samples

*Patrick Fontan, Paris West University, France*

*Hervé Abdi, School of Behavioral and Brain Sciences, The University of Texas at Dallas*

Incremental Validity of the Suicide Constellation Over the Suicide Concern Composite

*Louhab Fergani, Algiers 2 University, Algeria*

## Complexity, Falsifiability and R-PAS

*Patrick Fontan, Anne Andronikof, Paris West University, France*

**Integrated Paper Session I: Advancements in the Assessment of Personality and Identity Across Diverse Populations [I/M] - THOMAS**

Chair: *Alison Haney, Purdue University, West Lafayette, IN*

## Development and Preliminary Validation of a Five-Factor Model Measure of Machiavellianism

*Katherine M. Collison, Colin E. Vize, Purdue University, West Lafayette, IN*

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

*Donald R. Lynam, Purdue University, West Lafayette, IN*

## Development of a Short Form of the Abridged Big Five-Dimensional Circumplex Model

*Meredith A. Bucher, Douglas B. Samuel, Purdue University, West Lafayette, IN*

## Measurement Invariance of the DSM-5 Section III Pathological Personality Trait Model Across Ethnic Identities

*Lily Assaad, Takakuni Suzuki, Susan C. South, Douglas B. Samuel, Purdue University, West Lafayette, IN*

*Aidan G.C. Wright, University of Pittsburgh, Pittsburgh, PA*

*Matthew M. Yalch, Marian University, Indianapolis, IN*

*Christopher J. Hopwood, University of California-Davis, Davis, CA*

*Katherine M. Thomas, Purdue University, West Lafayette, IN*

## Measuring Self-Complexity, Identity, and Personality in Diverse Populations

*Alison M. Haney, Elizabeth Aslinger, Deeba S.B. Aminuddin, Katherine M. Thomas, David Rollock, Purdue University, West Lafayette, IN*

Discussant: *Katherine M. Thomas, Purdue University, West Lafayette, IN*

**Integrated Paper Session J: Introduction of the Developmental Levels of Personality Functioning Questionnaire (D-LOPFQ): Initial Reliability and Validity [I/M] - WEST END**

Chair: *Barry Dauphin, University of Detroit, Mercy, Detroit, MI*

## Assessing Clinical Utility of the DSM-5 Levels of Personality Functioning Questionnaire (D-LOPFQ) Through Provider and Patient Level of Functioning Ratings

*Sharon Nelson, Eastern Michigan University Ypsilanti, MI*

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

## Test-Retest and Contextual Validity for Levels of Personality Functioning

*James Sexton, George Washington University, Washington, DC*

## Contextual Assessment of Levels of Personality Functioning

*Kevin Meehan, Long Island University, Long Island, NY*

## A Factor Analytic Evaluation of the DSM-5 Levels of Personality Functioning Questionnaire (DLOPFQ) Scales

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

*Greg Haggerty, Nassau University Medical Center*

Discussant: *Thomas Widiger, University of Kentucky, Lexington, KY*

## **Symposium K: The Alternative Model for Personality Disorders in DSM-5: Assessment of Pathological Traits (2 CE) - GEORGETOWN**

Chair: *Arjen Noordhof, University of Amsterdam, Amsterdam, The Netherlands*

Further Development of the Comprehensive Assessment of Traits Relevant to Personality Disorder (CAT-PD)

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

Cross Cultural Replicability and Measurement Invariance of Pathological Personality Constructs in the Netherlands

*Arjen Noordhof, University of Amsterdam, Amsterdam, The Netherlands*

A Behavior Genetic Perspective on Connections Between Normative and Pathological Personality Constructs

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

The Joint Structure of the CAT-PD-SF and the Multidimensional Personality Questionnaire (MPQ)

*Annemarie Eigenhuis, University of Amsterdam, The Netherlands*

Stability and Fluctuation of Personality Disorder Features in Daily Life

*Aidan G. C. Wright, University of Pittsburgh, Pittsburgh, PA*

Discussant: *Christopher J. Hopwood, University of California-Davis, Davis, CA*

## **Symposium L: Restoring Epistemic Trust Through Therapeutic Assessment (2 CE) [CT] - DUPONT GALLERY 1**

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

Epistemic Trust and Its Relationship to Personality Disorder and Psychological Assessment

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

How Therapeutic Assessment Addresses Epistemic Hypervigilance

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

“Don’t Come Close or I Will . . . “: Overcoming Epistemic Hypervigilance in a Young Woman Ready to Pounce

*Hilde De Saeger, The Viersprong Institute for Personality Disorders, The Netherlands*

Restoring Epistemic Trust to Help a Young Boy and His Mother Find Each Other Again

*Inge Van Laer, The Viersprong Institute for Personality Disorders, The Netherlands*

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

**12:15 pm – 1:45 pm    Lunch Break**

**12:30 pm – 1:30 pm    Interest Group Meetings**

**Collaborative/Therapeutic Assessment [CT] - WEST END**

**Forensic [FO] - THOMAS**

**International Interest Group - GEORGETOWN**

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

## **Integrated Paper Session M: Advances in the Personality Assessment Inventory - THOMAS**

Chair: *Christopher Hopwood, University of California-Davis, Davis, CA*

The Development Personality Assessment Inventory Indicators of DSM-5 Alternative Model of Personality Disorders Criterion B Trait Facets

*Alexander Busch, Leslie C. Morey, Texas A&M University, College Station, TX*

*Christopher Hopwood, University of California-Davis, Davis, CA*

Estimating DSM-5 Alternative Model of Personality Disorder Trait Dimensions with the Personality Assessment Inventory in Psychiatric Outpatients

*Shannon E. Kelley, Mark A. Blais, Massachusetts General Hospital and Harvard Medical School, Boston, MA*

Predicting Treatment Process and Outcome with the Personality Assessment Inventory in Veteran Outpatients

*Morgan N. McCredie, Texas A&M University, College Station, TX*

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

Evidence of Construct Validity of the PAI-A Borderline and Antisocial Features Scales in At-Risk Adolescents

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

*Christopher T. Barry, Washing State University, Pullman, WA*

*Nora E. Charles, University of Southern Mississippi, Hattiesburg, MS*

Detecting Concealed Psychopathology with the Personality Assessment Inventory

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

## **Paper Session N: Assessing Children and Adolescents [CA] - GEORGETOWN**

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

Process-Focused Interpretation of Multimethod Assessment Data: A Case of Reconciling Seemingly Incongruous Test Scores

*Adam Natoli, Derner School of Psychology, Garden City, NY*

The Benefits and Challenges of Adapting a Measure of Pretend Play for Typical and Atypical Child Populations

*Olena Zyga, Cast Western Reserve University, Cleveland, OH*

Assessing Internalizing Disorders with the MMPI-A-RF: Base Rates and Clinical Correlates of Internalizing Scales in an Adolescent Inpatient Sample

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

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

Assessment of 13 Year Olds with the MMPI-A: Developmental Aspects of Validity Correlates in an Inpatient Sample

*Shannon Brown, Pace University, New York, NY*

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

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

Applications of the MACI Psychopathy Content Scales in an Adolescent Inpatient Population  
*Rochelle Friedman, John Stokes, Pace University, New York, NY*  
*David Pogge, Four Winds Hospital, Katonah, NY*

Assessing Creative Potential in Children: Personality Components  
*Sandra Russ, Case Western Reserve University, Cleveland, OH*

**Roundtable Discussion O: Personality Assessment Practice in Diverse Settings (2 CE)**  
**[T/S] - DUPONT GALLERY 1**

Chair: *Chloe Bliton, Pennsylvania State College, State College, PA*

Personality Assessment Practice in Diverse Settings  
*Virginia Brabender, Hal Shorey, Widener University, Chester, PA*  
*Mark H. Waugh, University of Tennessee, Knoxville, TN*  
*Chris Front, Federal Aviation Administration, Washington, DC*

**Symposium P: Integrating Psychological Assessment and the Psychoanalytic Paradigm: More Than a Reconciliation? (2 CE) [AN] - DUPONT GALLERY 4**

Chair: *Emanuela Gritti, Milano-Bicocca University, Milan, Italy*

Psychoanalytic Theory as a Unifying Framework for 21st Century Personality Assessment  
*Robert F. Bornstein, Adelphi University, Garden City, NY*

Psychoanalysis and Psychological Testing: Big Talk, No Action?  
*Anthony D. Bram, Harvard Medical School, Boston, MA*  
*Jed Yalof, Immaculata University, Immaculata, PA*

How Understanding the Response Process in Psychological Assessment Enriches  
Psychodynamic Case Conceptualization  
*Joni L. Mibura, University of Toledo, Toledo, OH*

Psychoanalytic Constructs in Therapy and Through the Lens of Personality Assessment: A  
Clinical Exemplification  
*Emanuela S. Gritti, University of Milano-Bicocca, Milan, Italy*  
*Simone Maschietto, Guido Medri, SPP Scuola di Psicoterapia Psicoanalitica, Milan, Italy*  
*Margherita Lang, University of Milano-Bicocca, Milan, Italy*

**Roundtable Discussion Q: Graduate Training in Test Administration and Scoring: Barriers, Processes and Rubrics (2 CE) [T/S] - DUPONT GALLERY 5**

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

Graduate Training in Test Administration and Scoring: Barriers, Processes and Rubrics  
*Lori R. Muskate, Georgia School of Professional Psychology, Atlanta, GA*  
*Douglas Roberts, Widener University, Chester, PA*  
*Radhika Krishnamurthy, Florida Institute of Technology, Melbourne, FL*

Discussant: *Catherine Grus, American Psychological Association, Washington, DC*

## **Symposium R: Drawing as Our Guide: Using the Wartegg Drawing Completion Test in C/TA Extended Inquiry (2 CE) [CT] - WEST END**

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

### **Introduction to the Wartegg Drawing Completion Test**

*Alessandro Crisi, Istituto Italiano Wartegg, Italy*

### **Why is My Daughter Afraid of Me? Helping Parents Understand Their Daughter Through Extended Inquiry of the Wartegg**

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

### **Finding Our Way Through the Ominous Forest: Extended Inquiry with the Wartegg Drawing Completion Test**

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

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

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

## **Paper Session S: Recent Developments in Assessment and Detecting Feigning - DUPONT GALLERY 5**

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

### **Creating a Measure for “Screening In” Positive Personality Traits of the Police Officer Candidate: Stage Two**

*Mark L. Dantzker, MDL, MHSST, McAllen, TX*

### **Development and Validation of a Measure of Random Responding for the Inventory of Problems-29 (IOP-29)**

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

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

### **A Simulation Study Testing the Validity of SIMS and IOP-29 with an Italian Clinical Sample**

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

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

### **Revising the MMPI-2: The F Scale(s)**

*David S. Nichols, Retired, Portland, OR*

*Roger L. Greene, Retired, Plano, TX*

### **Revising the MMPI-2: The Sc Scale**

*David S. Nichols, Retired, Portland, OR*

*Roger L. Greene, Retired, Plano, TX*

### **Sensitivity of the Inventory of Problems and the Inventory of Problems-29 Across Diagnoses**

*Donald J. Viglione, Ronald Stolberg, Joseph M. McCullaugh, Julie Boutros, Sahiba Chandhok, Alliant International University, San Diego, CA*

*Luciano Giromini, University of Turin, Italy*

## **Symposium T: Singularity: Utility of Single Rorschach or Projective Responses in Personality Assessment (2 CE) [I/M] - DUPONT GALLERY 1**

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

I Guess I Never Told You: Data Revealed Through Key Responses  
*Bruce L. Smith, University of California, Berkeley, CA*

When I Found My Father: A Rorschach-Evoked Trauma Flashback  
*Stephen E. Finn, Center for Therapeutic Assessment, Austin, TX*

Stories That Tell What The Story Teller Can't  
*James H. Kleiger, Private Practice, Bethesda, MD*

Single Responses Can Tell Enduring Phenomena  
*Odile Husain, Private Practice, Montreal, PQ, Canada*  
Discussant: *Irving B. Weiner, University of South Florida, Tampa, FL*

## **Symposium U: Practical and Ethical Problems in Assessment Supervision (2 CE) [T/S] - DUPONT GALLERY 4**

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

It's Not Just Humdrum: Find the Moral Dimensions of Everyday Assessment Problems  
*Virginia Brabender, Widener University, Chester, PA*

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

Supervising Personality Assessments for Use in Leadership and Business Settings  
*Hal Shorey, Widener University, Chester, PA*

Dilemmas in Supervising Forensic Assessment Trainees: Bridging the Science-Practice Gap  
*Corine de Ruiter, Maastricht University: The Netherlands*  
Discussant: *Jed Yalof: Immaculata University, Immaculata, PA*

## **Roundtable Discussion V: Utility of the Proficiency Report Review Form in Assessment Coursework and Clinical Training (2 CE) [P, T/S] - GEORGETOWN**

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

Developing Proficiency in Graduate Coursework: Preliminary Outcome Data  
*Ronald Stolberg, CSPP-Alliant International University, San Diego, CA*

Developing Proficiency in Graduate Coursework and Field Training  
*Linda Baum, Regent University, Virginia Beach, VA*

Promoting Proficiency at Internship Training  
*A. Jill Clemence, Albany Stratton VA Medical Center, Albany, NY*  
Discussant: *A. Jordan Wright, New York University, New York, NY*

## Symposium W: Personality Assessment and Treatment Planning (2 CE) [I/M] - WEST END

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

How Rorschach Performance Assessment System Results Can Inform Psychotherapy Treatment Planning

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

Identification of Treatment Considerations with the MMPI-2-RF

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

Using the MCMI-IV in Treatment Considerations with the MMPI-2-RF

*James P. Choca, Roosevelt University, Chicago, IL*

Treatment Planning with the Personality Assessment Inventory-PAI

*Mark A. Blais, Massachusetts General Hospital and Harvard Medical School, Boston, MA*

Interpersonal Assessment for Treatment Planning

*Christopher J. Hopwood, University of California-Davis, Davis, CA*

## Symposium X: Use of Assessment in Difficult Forensic Cases (2 CE) [FO] - THOMAS

Chair: *Elizabeth Wheeler, Central State Hospital and Bay Forensic Psychology, Richmond, VA*

A Complicated Case of Differential and Co-Morbid Diagnosis

*Lindsay Ingram, Oregon State Hospital, Salem, OR*

A Review of Assessment Measures Used

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

Addressing the Reluctant Defendant

*Elizabeth Wheeler, Central State Hospital and Bay Forensic Psychology*

Address the Reluctant Defendant: A Case Study

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

Assessment in Forensic Cases: The View of Defense Counsel

*Shaun Huband, Indigent Defense Counsel, Petersburg, VA*

Discussant: *Brandon Riley, Central State Hospital, Petersburg, VA*

**6:00 pm – 7:00 pm      Farewell Reception - DUPONT BR**

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

Chair: *John McNulty, Program Chair and President-Elect SPA Board of Trustees*

An Inconvenient Truth About a Convenience Sample? Examining Non-Content-Based Responding in a College Sample

*William T. Bryant, Amber L. Sitz, John L. McNulty, University of Tulsa, Tulsa, OK*



## Cross-Walking Borderline Personality Disorder Among Diagnostic Systems

*Michael T.M. Finn, University of Tennessee, Knoxville, TN and SUNY-Upstate Medical University, Syracuse, NY*

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

*Abby L. Mulay, Long Island University, Brooklyn, NY and UNC-Butner Hospital, Butner, NC*

*Nicole M. Cain, Long Island University, Brooklyn, NY*

*Mark F. Lenzenweger, SUNY Binghamton, Binghamton, NY and Personality Disorder Institute of Weill Medical College, New York, NY*

## Constructing a Childhood Abuse Survivor Scale Using the MMPI-2-RF with a Substance Abuse Population

*Alicia L. Boyd, Linda J. Baum, Cyrus Williams, Regent University, Virginia Beach, VA*

## Early Memories Index Factors, Healthcare Utilization, and Psychopathology

*Samantha Lewis, Saja Almusawi, Katelyn Lowe, University of Detroit Mercy, Detroit, MI*

*John Jones, United States Air Force, San Antonio, TX*

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

## Factor Analysis of the MMPI-2 PD Spectra Scales

*Jenna Gilmore, University of Tennessee, Knoxville, TN*

*Abby L. Mulay, Long Island University, Brooklyn, NY and University of North Carolina of Medicine, Butner, NC*

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

## Interpretation of Excitatory and Suppressor Scales: Can They Be Re-Captured on the MMPI-A-RF?

*Monique Hawthorne, Pace University, New York, NY*

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

## The Cross-Validation of the Overreporting Scale for the Personality Inventory for DSM-5

*Michael J. Hartman, Emily M. Bareis, John E. Kurtz, Villanova University, Villanova, PA*

## What Do We Have in Common? Tendencies to Attend to Common Areas on the Rorschach are Associated Quicker Information Acquisition Strategies

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

## Semantic Response Consistency and Protocol Validity in Structured Personality Assessment: The Case of the Personality Inventory for DSM-5

*Michael J. Hartman, Chenle Xu, Patrick. Hudak, John E. Kurtz, Villanova University, Villanova, PA*

## Cross-Cultural Validation of the Inventory of Problem as a Measure of Malingering in China

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

*Luciano Giromini, University of Turin, Italy*

A Case Study on Malingering Using the Short-Form Malingering Scale Inventory of Problems-29 (IOP-29)

*Amanda Hoffman, Ronald Stolberg, CSPP-Alliant International University, San Diego, CA  
Andrew Noorollah, Alvarado Parkway Institute, La Mesa, CA  
Donald Viglione, CSPP-Alliant International University, San Diego, CA*

“That Sounds Just Like Me!”: A Collaborative, Interdisciplinary Assessment with a Client Suffering from Sensory Defensiveness

*Kay Yu Yuan Chai, Duquesne University, Pittsburgh, PA*

Associations Between MMPI-2-RF Scale Scores, Eating Disorder Symptoms, and Intuitive Eating

*Sarah Kline, Kent University, Kent, OH*

Attachment, Dependency, and Relatedness: Examining the RPT and RQ Across Five Samples

*Mark Blanchard, University of Detroit-Mercy, Detroit, MI*

Moral Disengagement Moderates the Relationship Between Interpersonal Decentering and Aggression

*James Coleman, Courtney Sanders, Sharon Rae Jenkins, University of North Texas, Denton, TX*

An IOP-29 Study on the Detection of Feigning Different Symptom Presentations

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

Effects of Mental Rumination on Stroop Performance and Physiological Reactivity to a Laboratory Induced Stress

*Agata Ando', Luciano Giromini, Claudia Pignolo, Francesca Ales, Filippo Sacquegna, Alessandro Zennaro, University of Turin, Italy*

Faking Detection by Response Latencies in MMPI-2-RF

*Paolo Roma, University of Rome, Italy  
Maria Cristina Verrocchio, Daniela Marchetti, Università degli studi G. D'Annunzio, Chieti, Italy  
Stefano Ferracuti, Sapienza, University of Rome*

Going Deep Into The Assessment of Personality Disorders: The Clinical Utility of the MCMI-III Grossman Facet Scales

*Claudia Pignolo, University of Turin, Italy  
Emanuela Brusadelli, Margherita Lang, University of Bicocca, Milan, Italy  
Agata Ando', Alessandro Zennaro, University of Turin, Italy*

Identifying the Neuroticism Clinical Factor from the NEO-Personality Inventory

*Chiara Patierno, Sapienza University of Rome, Rome, Italy  
Danilo Carrozzino, Università “G. D'Annunzio”, Chieti, Italy  
Olav Vassend, University of Oslo, Oslo, Norway  
Per Bech, Copenhagen University Hospital, Hillerød, Denmark*

## Use of the DEQ-A in the Assessment of Adolescents' Personality: Factor Structure and Clinical Applicability

*Daniela Marchetti, Università "G. D'Annunzio", Chieti, Italy*

*Giorgio Falgares, University of Palermo, Palermo, Italy*

*Maria Cristina Verrocchio, Università "G. D'Annunzio", Chieti, Italy*

## Analyzing the Clinical Consequence of Positively and Negatively Worded Items of the Neuroticism Scale from the NEO-Personality Inventory

*Danilo Carrozzino, Università "G. D'Annunzio", Chieti, Italy*

*Chiara Patierno, Sapienza University of Rome, Rome, Italy*

*Olav Vassend, University of Oslo, Oslo, Norway*

*Per Bech, Copenhagen University Hospital, Hillerød, Denmark*

## Not All Spaces are the Same: Differentiating Space Integration and Space Reversal with Eye Movement Variables

*Ellen F. Day, Mellisa A. Boyle, Mindee Juve, Barry Dauphin, Harold H. Greene, Cheryl Munday,*

*University of Detroit-Mercy, Detroit, MI*

## Item-Metric and Content Validity Analysis of Cultural and Demographic Dimensions of Self-Report Mindfulness Assessment

*Katherine A. Lenger, Mark H. Waugh, Leticia Y. Flores, University of Tennessee, Knoxville, TN*

*Cameron L. Gordon, Middle Tennessee State University, Murfreesboro, TN*

*Kristina C. Gordon, University of Tennessee, Knoxville, TN*

*Sara E. Lowmaster, University of South Dakota*

*Elizabeth H. Flanagan, Yale University*

## How Did You See THAT? An Examination of Eye Movements During the Rorschach and Their Relationship to Distorted Information Processing in a Non-Clinical Sample

*Mellisa A. Boyle, Ellen F. Day, Mindee S. Juve, Barry Dauphin, Harold H. Greene, Cheryl C.*

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

## Relationship Between Personality Traits and Statistics Anxiety Among Bachelor of Education Students at Kenyatta University, Kenya

*Anthony Muriithi Ileri, Cecilia Nyambura Mwangi, Elizabeth Wanjiku Mwaniki, Kenyatta*

*University, Nairobi, Kenya*

## Mapping Intra-Person Variability Over Time with the AMPD

*Rebecca Skadberg, Mark H. Waugh, Lauren Fox, University of Tennessee, Knoxville, TN*

## A Comparison of MMPI-2 Computer Based Test Interpretation Systems by Psychologists with Regard to Four Psychiatric Disorders

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

## An Examination of the Feigned Profiles of Major Depressive Disorder on the MMPI-2-RF and the BDI-II

*Don Viglione, Jeffery Simmons, Valeria Valdivieso, Christina Ruzicka, Ronald Stolberg, Alliant*

*International University, San Diego, CA*

## Behavioral Foundation of the Rorschach Test: An Eye Tracker Study

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

The Impact of Acculturation of Asian Indians on PAI Profiles

*Sabiba Chandhok, Ronald Stolberg, Tara Shuman, Julie Boutros, Taryn Beard, Alliant International University, San Diego, CA*

Evaluating Parental Capacity Through Rorschach CS and MMPI-2

*Maria-Fiorella Gazale, Università degli Studi, Milan, Italy*

The Impact of Narcissism on Motivations and Perceived Successes in Daily Life

*Kaylin Dunn, Michael J. Roche, Penn State Altoona*

Construct Validity of the Expanded Levenson Self-Report Psychopathy Scale: Findings from a Male Correctional Sample

*Dustin B. Wygant, Eastern Kentucky University, Richmond, KY*

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

*Connor Lynch, Jessica Neundorf, John Carroll University, Cleveland, OH*

*Elizabeth Fonte, Miami University, Oxford, OH*

*Tracy Masterson, Denise Ben-Porath, John Carrol University, Cleveland, OH*

*Andrea Loucaides, Ohio Department of Corrections, Lorain, OH*

Using the Thurston Cradock Test of Shame to Address Shame and Depression: A Case Study

*Julie Cradock O'Leary, Private Practice*

Relational Perfectionism and Its Correlates to Maladaptive Disorders

*Carlo O.C. Veltri, Rhea Rajan, St. Olaf College, Northfield, MN*

The Eating Behaviors, Body Image Concerns and Psychological Traits of Female Competitive Bodybuilder

*Kaila C. Smith, Ronald Stolberg, Christina Ruzicka, Jeffrey Simmons, Valeria Valdivieso, Alliant International University, San Diego, CA*

Exploring the Behavioral Implications of Acquiescence Response Bias Using Digital Footprints

*Shane Costello, Monash University, Melbourne, Australia*

The Relationship Between the Subscales on the Self-Compassion Scale and MMPI-2-RF

*Alicia L. Boyd, Trevor Wolterstroff, Marisa Bergfield, Linda J. Baum, Regent University, Virginia Beach, VA*

The Capacity to be Alone in the Internet Age: Solitude, Personality and FaceBook

*Rebecca Chad, Long Island University, Brooklyn, NY*

Sunday, March 18, 2018

7:45 am – 5:00      Registration  
8:00 am – 5:00      Full-Day Workshops

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

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

*Cato Grønnerød, University of Oslo, Oslo Norway*

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

**#22 Forensic Assessment in Immigration Court**

*F. Barton Evans, Ph.D., Private Practice*

*Giselle Hass, Psy.D., Independent Practice*

*Hon. Lory D. Rosenberg, Esq. (ret), IDEAS CONSULTATION and COACHING Immigration Defense & Expert Advocacy Solutions*

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

**#23 The Dire Straits of Working with Clients: How to Recognize Missteps and Use Repairs in TA**

*Filippo Aschieri, Ph.D., Therapeutic Assessment Institute, Università Cattolica del Sacro Cuore, Italy*

*Francesca Fantini, Therapeutic Assessment Institute: Università Cattolica del Sacro Cuore, Italy*

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

**#24 Quantitative Models of Psychopathology and Psychological Assessment: A Clinicians Guide**

*Mark A. Blais, Psy.D., Massachusetts General Hospital & Harvard Medical School*

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

**#25 An Applied Introduction to the Crisi Wartegg System (CWS) for the Wartegg Drawing Completion Test**

*Alessandro Crisi, Istituto Italiano Wartegg, Italy*

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

8:00 am – 5:00 pm (7 CE) – Location: DUPONT GALLERY 6

**#26 Psychological Testing that Matters: Assessment for Treatment Planning**

*Anthony Bram, Ph.D., ABAP, Harvard Medical School*

*Mary Jo Peebles, Private Practice, Bethesda, MD*

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

10:15 am – 10:30 am    Break

11:45 am - 1:15 pm    Lunch Break

3:00 pm – 3:15 pm    Break

## 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.

### 2018 BRUNO KLOPFER AWARD



**Tom Widiger, Ph.D.** Thomas A. Widiger, Ph.D. is the T. Marshall Hahn Professor of Psychology at the University of Kentucky. He received his Ph.D. in clinical psychology from Miami University (Ohio) in 1981 and completed his internship at Cornell University Medical College (Westchester). He has published extensively on the diagnosis, classification, and assessment of personality disorders, as well as being a co-author of alternative measures of maladaptive and adaptive personality traits. He currently serves as Editor of *Personality Disorders: Theory, Research, and Treatment*, and Co-Editor of *Annual Review of Clinical Psychology*. He was the 2013 recipient of the Joseph Zubin Award by the *Society for Research in Psychopathology*, the 2013 recipient of the Senior Investigator Award by the *North American Society for the Study of Personality Disorders*, the 2010 recipient of the Distinguished Scientist Award by the *Society for a Science of Clinical Psychology*, and the 2000 recipient of the Walter G. Klopfer Award for Distinguished Contribution to the Literature by the *Society for Personality Assessment*.

### 2018 SAMUEL J. AND ANNE G. BECK AWARD



**Aidan Wright, Ph.D.** Aidan G.C. Wright is an Assistant Professor in the Department of Psychology at the University of Pittsburgh. Dr. Wright joined the faculty at the University of Pittsburgh in 2014 after receiving a PhD in clinical psychology from Penn State University in 2012. Prior to that he interned at the Western Psychiatric Institute and Clinic, University of Pittsburgh School of Medicine, and completed an individual NIMH postdoctoral fellowship at the University at Buffalo in 2013. The goals motivating Dr. Wright's work are (a) improve our basic understanding of the phenomena that make up personality disorders, (b) identify clinically actionable targets for intervention, and (c) develop novel ambulatory assessment methodologies and techniques. He has published over 100 peer-reviewed journal articles and several chapters on these topics. Currently, he is an associate editor at the *Journal of Personality*, and a consulting editor at several other journals, including the *Journal of Abnormal Psychology*, *Journal of Consulting and Clinical Psychology*, *Clinical Psychological Science*, and the *Journal of Personality and Social Psychology*. Dr. Wright primarily teaches graduate courses on advanced quantitative methodology (e.g., Structural Equation Modeling; Applied Longitudinal Data Analysis).

## 2018 MARGUERITE R. HERTZ AWARD



**Lee Cronbach, Ph.D.** Lee J. Cronbach, Ph.D. (1916-2011) is the honoree of this year's Marguerite R. Hertz Memorial Award. Born in Fresno, California on April 22, 1916 to a homemaker and salesman, Cronbach grew to become a world-renowned leader in the fields of educational psychology and psychological testing. His professional honors were numerous. He was president of the American Educational Research Association, the American Psychological Association and the Psychometric Society, and a member of the National Academy of Sciences, the National Academy of Education, the American Philosophical Society and the American Academy of Arts and Sciences. He received many honorary degrees, including ones from Yeshiva University, the University of Gothenburg, Sweden, and University of Chicago.

Cronbach received a bachelor's degree from Fresno State College in 1934. He went on to earn a master's degree at the University of California, Berkeley in 1937, and in 1940, Cronbach was awarded a Ph.D. in educational psychology from the University of Chicago. In the late 1930s, Cronbach began his career as a mathematics and chemistry teacher at Fresno High School. He later became an associate professor of psychology at State College of Washington, moving on to teach at the University of Chicago and University of Illinois. He came to Stanford in 1964, where he was named Vida Jacks Professor of Education. Cronbach retired from teaching in 1980 but remained active in debates on educational and psychological testing.

Fifty years ago, Cronbach developed the most frequently used measure of the reliability of a psychological or educational test, known as "Cronbach's alpha." This method of measurement, described in an oft-cited work, "Coefficient Alpha and the Internal Structure of Tests," ensured that an individual's test performance could be consistently tracked. This work led to his developing a theory of test reliability, "Generalizability Theory," a comprehensive statistical model for identifying sources of measurement error. Cronbach also did path-breaking work on the interpretation of test scores, including a seminal paper, "Construct Validity in Psychological Tests."

Cronbach's contributions went beyond measurement and testing, however, and included work on evaluation and instruction. In the 1970s, Cronbach directed the Stanford Evaluation Consortium, a research, service and training organization sponsored by the Stanford University School of Education and including faculty from the communications and psychology departments. The Consortium worked with the state of California to examine its relationships with local school districts, among other projects.

His evaluation research influenced program evaluations across many fields, from health programs to juvenile delinquency programs; his work emphasized the limitations of randomized field trials, the importance of local contexts on performance, and the social and political aspects of program evaluation. Cronbach's work on instruction was also well known. He argued as early as the 1950s that learning environments should be designed to match the abilities of individuals. When he served as president of the American Psychological Association in 1956-1957, he sought to bridge the gap between different theories of psychology by showing the importance of both the environment and individual behavior.



**This year's Hertz Memorial Presenter** is Noreen M. Webb. She is a distinguished Professor of Social Research Methodology in the UCLA Graduate School of Education & Information Studies. Her research spans domains in learning and instruction, especially the measurement and study of teaching and learning processes and the performance of individuals and groups in mathematics and science classrooms, and measurement topics in generalizability theory. Webb received the Review of Research Award and the Early Career Award for Programmatic Research from the American Educational Research Association, is a Fellow of the American Psychological Association and the American Educational Research Association, and is a member of the National Academy of Education. She received her BA from Swarthmore College, and her MA and PhD from Stanford University.

American Educational Research Association, and is a member of the National Academy of Education. She received her BA from Swarthmore College, and her MA and PhD from Stanford University.



## 2018 MARY CERNEY STUDENT AWARD



**Trevor Williams.** Trevor Williams is a fifth year University at Buffalo clinical psychology doctoral student under the mentorship of Dr. Leonard Simms. His research interests broadly involve developing and validating structural models of personality pathology. In particular, he is interested in using social-cognitive laboratory tasks to provide a better understanding of how structural models of pathological personality traits relate to clinically relevant momentary processes. Following graduation, Trevor plans to pursue a faculty position at an academic institution where he can continue his research.

## 2017 WALTER G. KLOPFER AWARD



**R. Michael Furr** is Professor of Psychology at Wake Forest University, where he teaches and conducts research in personality psychology, psychological measurement, and quantitative methods. He earned a BA from the College of William and Mary, an MS from Villanova University, and a PhD from the University of California at Riverside. He is a former associate editor of the *Journal of Research in Personality*, a former executive editor of the *Journal of Social Psychology*, and is currently on the editorial boards of several scholarly journals. He received Wake Forest University's 2012 Award for Excellence in Research. He is a fellow of Divisions 5 (Quantitative and Qualitative

Methods) and 8 (Social and Personality Psychology) of the American Psychological Association, a fellow of the Association for Psychological Science, and a fellow of the Society for Personality and Social Psychology.



**Anna Hartley** is a Senior Research Manager and Scientist at Amazon.com in Seattle, where she and her team integrate user and survey data to better understand how customers engage with Alexa products and react to Alexa's personality. Prior to Amazon, Anna worked as a postdoctoral researcher at Wake Forest University. She received her Ph.D. from Brown University, an M.A. from Connecticut College, and a B.A. from SUNY Stony Brook. Anna's research spans personality assessment, social perception, and morality, and has been published in journals such as *Social Psychology and Personality Science*, *Journal of Personality Assessment*, and *Journal of*

*Clinical Child and Adolescent Psychology*.

## 2017 MARTIN MAYMAN AWARD



**Robert F. Bornstein** received his PhD in Clinical Psychology from the State University of New York at Buffalo in 1986 and is Professor of Psychology at Adelphi University. Dr. Bornstein has published numerous articles and book chapters on personality dynamics, assessment, diagnosis, and treatment. He wrote *The Dependent Personality* and *The Dependent Patient: A Practitioner's Guide*, co-authored (with Mary Languirand) *When Someone You Love Needs Nursing Home Care*, *How to Age in Place*, and *Healthy Dependency*, co-edited (with Christopher Hopwood), *Multimethod Clinical Assessment*, and co-edited (with Joseph Masling) seven volumes of the *Empirical Studies of Psychoanalytic Theories* series. Dr. Bornstein is a Fellow of the American Psychological Association, Association for Psychological Science, and Society for Personality Assessment; his research has been funded by grants from the National Institute of Mental Health and the National Science Foundation.

# SAVE THE DATE:

**March 20-24, 2019**  
SPA Convention in New Orleans, LA



**March 25-29, 2020**  
SPA Convention in San Diego, CA

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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 is now offering diversity support grants of up to \$1000.00 (includes room rate for one night at the hotel of the Annual Convention location) 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 online 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 Convention tab/Grants link and the Student tab/SPAGS Grants link. Applicants should complete an application online and submit it *no later than November 30 (each year)*.

### Awards Process

Applicants will be notified as soon as possible after the application deadline whether they will receive a Diversity Grant. To receive the grant, the recipient must register at the convention hotel and be present at the Annual Convention. Diversity Grant recipients must make reservations at the Convention Hotel and send the confirmation number to the SPA Administrative Director by January 31. One night's lodging plus taxes and fees will be waived from the final hotel bill. 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, the Society for Personality Assessment gives travel grants to defray the cost of attending the Annual Convention. Travel grants are available for amounts up to \$500 (includes room for one night at the Annual Convention hotel). The remainder of the awarded grant balance will be given in the form of a check.

### Eligibility

Early career psychologists applying for these awards must be *within the first 3 years of receiving their doctoral degree from the year of the award application*. 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. Applicants must report other travel funding they will be receiving to attend the Annual Convention.

Preference will be given to

- applicants who are first-time attendees of the SPA Annual Convention;
- SPA members (even though membership is not a requisite for the award);
- have submitted a presentation to the Annual Convention (even though presenting is not a requisite for the award; please include the acceptance letter, if available);
- those who incur greater travel cost to reach the location of the Annual Convention.

### Application Process

Applications are available on our web page under the Convention tab, Grants link and the Student tab, SPAGS Grants link. Applicants should complete an application online *no later than November 30 (each year)*.

### Award Process

Applicants will be notified as soon as possible after the application deadline whether they will receive a travel grant. To receive the award, the recipient must:

- register at the convention hotel
- be present at the Annual Convention
- send the hotel confirmation number to the SPA Administrative Director by **January 31**.

One night's lodging plus taxes and fees will be waived from the final hotel bill. Checks can be picked up at the Annual Convention registration desk.

## Early Career International Travel Grants

In an effort to encourage training of students and promote student participation in research and scholarly presentation in the area of personality assessment, the Society for Personality Assessment gives travel grants to international students who reside outside the United States who are attending the SPA Annual Convention. Travel grants are available for amounts up to \$2000 (includes room for one night at the Annual Convention hotel). The remainder of the awarded grant balance will be given in the form of a check.

### Eligibility

Early career psychologists applying for these awards must be *within the first 3 years of receiving their doctoral degree from the year of the award application*. 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. International awards are given to applicants who reside outside the United States and are attending the SPA Annual Convention. Applicants cannot combine this grant with any other grant awarded by SPA.

Preference will be given to

- applicants who are first-time attendees of the SPA Annual Convention;
- SPA members (even though membership is not a requisite for the award);
- have submitted a presentation to the Annual Convention (even though presenting is not a requisite for the award; please include the acceptance letter, if available);
- those who incur greater travel cost to reach the location of the Annual Convention.

### Application Process

Applications are available on our web page under the Convention tab, Grants link and the Student tab, SPAGS Grants link. Applicants should complete an application online and submit *no later than November 30 (each year)*.

### Award Process

Applicants will be notified as soon as possible after the application deadline whether they will receive a travel grant. To receive the award, the recipient must:

- register at the convention hotel
- be present at the Annual Convention
- send the hotel confirmation number to the SPA Administrative Director by **January 31**.

One night's lodging plus taxes and fees will be waived from the final hotel bill. Grant checks can be picked up at the Annual Convention registration desk.

## Student Travel Grants

In an effort to encourage training of students and promote student participation in research and scholarly presentation in the area of personality assessment, the Society for Personality Assessment gives travel grants to students attending the SPA Annual Convention. Travel grants will be given for one night's lodging at the convention hotel.

### Eligibility

Students applying for travel grants *must be a Student Affiliate member of SPA*, or must have applied online for membership before submitting the Student Travel Grant Application. Students must also report other travel funding they will be receiving.

### Application Process

Applications are available on our web page under the Convention tab, Grants link and the Student tab, SPAGS Grants link. Students should complete an application online and submit it *no later than November 30 (each year)*. A faculty member at the student's institution must sponsor all applications. Due to limited funds, not all applicants receive a travel grant.

### Award Process

Applicants will be notified as soon as possible after the application deadline whether they will receive a travel grant. To receive the award, the recipient must:

- register at the convention hotel
- be present at the Annual Convention
- send the hotel confirmation number to the SPA Administrative Director by **January 31**.

One night's lodging plus taxes and fees will be waived from your final hotel bill.

## International Student Travel Grant

In an effort to encourage training of students and promote student participation in research and scholarly presentation in the area of personality assessment, the Society for Personality Assessment gives travel grants to international students who reside outside the United States who are attending the SPA Annual Convention. Travel grants are available for amounts up to \$750 (includes room for one night at the hotel of the Annual Convention location). The remainder of the awarded grant balance will be given in the form of a check.

### Eligibility

Students applying for a travel grant *must be a Student Affiliate member of SPA*, or must have applied online for membership before submitting the International Student Travel Grant Application. Students must also report other travel funding they will be receiving. International awards are given to applicants who actually live outside the United States and are attending the SPA Annual Convention.

### Application Process

Applications are available on our web page under the Convention tab, Grants link and the Student tab, SPAGS Grants link. Students should download an application and submit it *no later than November 30 (each year)*. A faculty member at the student's institution must sponsor all applications. Due to limited funds, not all applicants will receive a travel grant.

### Award Process

Applicants will be notified as soon as possible after the application deadline whether they will receive a travel grant. To receive the award, the recipient must:

- register at the convention hotel
- be present at the Annual Convention
- send the hotel confirmation number to the SPA Administrative Director by **January 31**.

One night's lodging plus taxes and fees will be waived from the final hotel bill. Grant checks can be picked up at the Annual Convention registration desk.

## 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 2018 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 15, 6:45 pm, and Saturday, March 17, 6:00 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@spsaonline.org](mailto:manager@spsaonline.org), if you are interested.  
*Thursday, March 15, 6:45 pm*

## Lunchtime Presentations

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

### **ABAP Presentation (1CE)**

*A. Jordan Wright*

### **Proficiency Information Session**

*Hadas Pade*

### **Case Discussion B: The “Mind of the Null-Self” as Projected in the Rorschach and Self-Report Tests**

*Giselle Hass, Private Practice, Washington, DC*

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

*Patrick Fontan, School Psychologist, France*

*Jason M. Smith, FBOP, West Virginia*

*Anne Andronikof, University Paris Nanterre, France*

### **Paper Session C: How Can We Increase Referrals for Psychological Assessment? Insights from a Survey of Psychiatrists**

*Justin Dean Smith, Northwestern University Feinberg School of Medicine, Chicago, IL*

*Filippo Aschieri, Univerista Cattolica del Sacro Cuore, Italy*

*Julia Dawson, Milan, Italy*

## 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:

### **Forensic Psychology**

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

**Saturday, March 17, 12:30-1:30 pm**

The mission of the FIG is developing interest and momentum for the implementation of forensic psychology and personality assessment within the scope of SPA’s overall mission and to disseminate findings to the membership and SPA Board: to develop membership and Board interests and resources, support forensically-relevant publications in JPA, forensic psychology presentations at Annual Conventions, and continuing education workshops. Starting in 2016, a presentation of topical interest to participants will be presented every year.

### **Psychoanalytic Assessment**

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

**Friday, March 16, 11:30-12:30 pm**

The mission of the Psychoanalytic Interest Group is to provide SPA members with a focused opportunity to discuss their interests in psychoanalytic approaches to personality assessment and to create a network of professionals to support each other’s education, writing, and research. The group supports the mission of the SPA Board of Trustees by fostering membership interest in these topics, and by providing resources to support direct clinical service, supervision, teaching, and research. Recent initiatives have included collating a biannual summary of members’ interests and initiatives, and we are working on developing a list of significant publications that one might consult to learn and teach about this approach to assessment. The group also encourages scientific presentations, posters, continuing education workshops, and publications that integrate psychoanalytic theory with personality assessment. We welcome all colleagues to join us, particularly graduate students and early career psychologists seeking support in integrating their psychoanalytic and assessment interests.

## Health Psychology

**Co-Chairs: John Porcerelli, Ryan Marek**

**Friday, March 16, 11:30 am – 12:30 pm**

The mission of the Health Psychology interest group is to provide SPA members (including students) with an opportunity to discuss their interests and experiences (direct service, supervisory, and research) of psychological and personality assessment in medical settings. These settings include general hospitals, primary care clinics (family medicine, internal medicine, obstetrics, and pediatrics), and specialty clinics (cardiology, surgery, physical medicine & rehab, neurology, oncology, etc.). The interest group will discuss the role of personality assessment in medical settings, share health psychology assessment experiences, distribute a list of health psychology references, and plan for future SPA symposiums focusing on assessment in medical settings.

## Education & Training Interest Group

**Co-Chairs: Ryan Tobiasz, A. Jordan Wright**

**Friday, March 16, 11:30 am – 12:30 pm**

The mission of this interest group is to improve the quality of assessment training and supervision in the field of psychology, through improving and disseminating resources, promoting best practices, and advocating for rigor. Members of this interest group include academic and field-based trainers, supervisors, students, and clinicians. Topics addressed include bridging the gap between what is being taught in graduate programs and expectations for internship, licensure, and future practice; how to best assess competency during training; and how to best support those teaching and supervising assessment given the similarities and differences of graduate programs. Finally, the group will also make an effort to increase exposure to personality assessment throughout the psychology education lifespan, from undergraduate through postgraduate settings.

## International Interest Group

**Chair: Corine de Rooter, Alessandro Crisi**

**Saturday, March 17, 12:30-1:30 pm**

This group aims to foster international exchange and collaboration on psychological assessment, in terms of education, policy, research and clinical practice. Another important goal is to develop strategies to facilitate the attendance of international students and members to the SPA Annual Meeting, other meetings and workshops. This committee also works to help members integrate their interests into SPA symposia, presentations and publications. In these ways, the interest group would like to increase SPA's international focus.

## Collaborative/Therapeutic Assessment

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

**Saturday, March 17, 12:30-1:30 pm**

The Collaborative/Therapeutic Assessment (CTA) interest group offers the opportunity to meet with assessors thinking about, working to develop, and practicing this approach to psychological assessment and intervention. Developments, training and learning opportunities, ideas, research efforts and findings, and marketing issues involving CTA, as well as the successes and challenges our members experience, are central topics of discussion. This interest group offers support to those on the cutting edge as well as those just learning CTA and it fosters a collaborative community of assessors, promoting connections and friendships. Everyone is welcome! Students and assessors new to CTA are especially valued.

## GUIDELINES TO DEVELOP A NEW INTEREST GROUP

1. Any SPA member, fellow or student affiliate interested and willing to start a new interest group should bring the proposal to the Board of Trustees, including a mission for the group and proposed plan to attract members.
2. Interest groups shall change leadership every three years with the option of reelection.
3. Once the Board approves a new Interest Group, the Board will provide the following:
  - a. A meeting place will be assigned to meet during Convention,
  - b. A description in the website and Convention program
  - c. Assistance to recruit members and maintain connections outside Convention meetings.
  - d. Assistance to the group in achieving the goals they set for their group.



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## 2018 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 they scan you in and out of a session.\*

Lily Assaad	Rupa Kalahasthi
Benjamin Berry	Shannon Kelley
Olivia Best	Sarah Kline
Jennifer Boland	Andrew Kramyar
William Bryant	Yaeun (Joy) Lee
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Michael Hartman	Trevor Williams
Camille Hawkins	William Wood
Roshan Javadian	Leila Wu

*\*These are the volunteer names at the time the Program was printed. There may be others who signed up to volunteer after printing. Please know that we appreciate your time too and your willingness to volunteer.*

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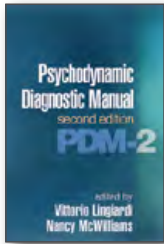
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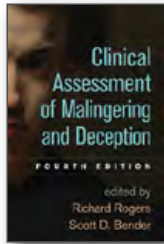
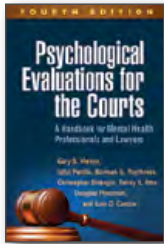
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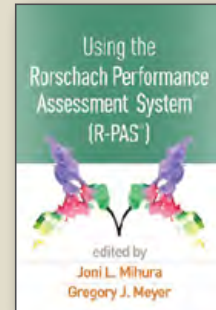
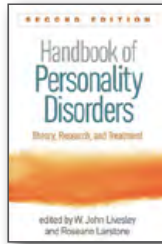
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