

2ND INTERNATIONAL COLLABORATIVE/THERAPEUTIC ASSESSMENT CONFERENCE

September 21–23, 2017

Austin, TX



Therapeutic
Assessment
Institute

WELCOME TO AUSTIN!

Welcome to the 2nd International Collaborative/Therapeutic Assessment Conference

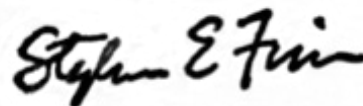
On behalf of the Board of Directors of the Therapeutic Assessment Institute (TAI) and the conference planning committee, welcome to Austin, Texas for the 2nd International Collaborative/Therapeutic Assessment Conference! We are very excited about this conference, which builds on the successful inaugural event held in 2014. We are back at the beautiful AT&T Executive Education and Conference Center for our preconference workshops, scientific sessions, and happy hour event. This venue is conveniently located close to some of the best Austin has to offer. We hope you have time during your stay to enjoy Austin food, music, cultural events, and outdoor activities. This year, we again have a fantastic slate of preconference workshops to be held on Thursday, September 21st. We hope you will attend! Friday begins with a plenary session, during which we will have a tribute to Leonard Handler's contributions to C/TA by Stephen Finn and a community-building activity for us all to get to know each other better. We then have a full day of symposia and paper presentations that cover a broad array of clinical and educational/training issues and practice contexts that are sure to be of interest to attendees. One change that we made this year is to allow case presenters additional time so that they may get into more detail about their clients and the test results. Thus, we have scheduled only two speakers during the case presentations. Friday afternoon, beginning at the lunch break, you will see our interesting group of poster presentations hanging throughout our area of the conference center. Authors will be at their posters during the afternoon break and before the happy hour to answer questions and talk about their work. At the end of the day, please join us in the courtyard for a happy hour and enjoy a drink and conversation with other members of our multi-faceted community. In the event of bad weather, the happy hour will take place at an indoor locale here in the conference center. Cross your fingers for sun (but not too much)! At the end of another full day of sessions on Saturday there will be a final plenary session where two speakers, Stephen Finn and J.D. Smith, will present. We will end with reflections from the group about the conference, your thoughts for future events, and a warm farewell to friends old and new.

We want to congratulate the recipients of the Constance T. Fischer Scholarship, Julia Dawson and Shawn Wilson. You can see brief bios for Julia and Shawn on page 5 of the program. We also want to thank the conference committee members, for all their hard work: J.D. Smith (chair), Stephen Finn, Pamela Schaber, and Deborah Tharinger; as well as Melissa Lehmann for her assistance. Last, we greatly appreciate the support of our conference co-sponsors, the Society for Personality Assessment and the Rorschach Performance Assessment System (R-PAS) team. Most importantly, a heartfelt thanks to you all for attending, sharing your ideas, and being a part of this vibrant community interested in C/TA.

Again, our warmest welcome to Austin!



J.D. Smith, Ph.D.
Conference Chair



Stephen E. Finn, Ph.D.
President, Therapeutic Assessment Institute

WELCOME TO AUSTIN, TX



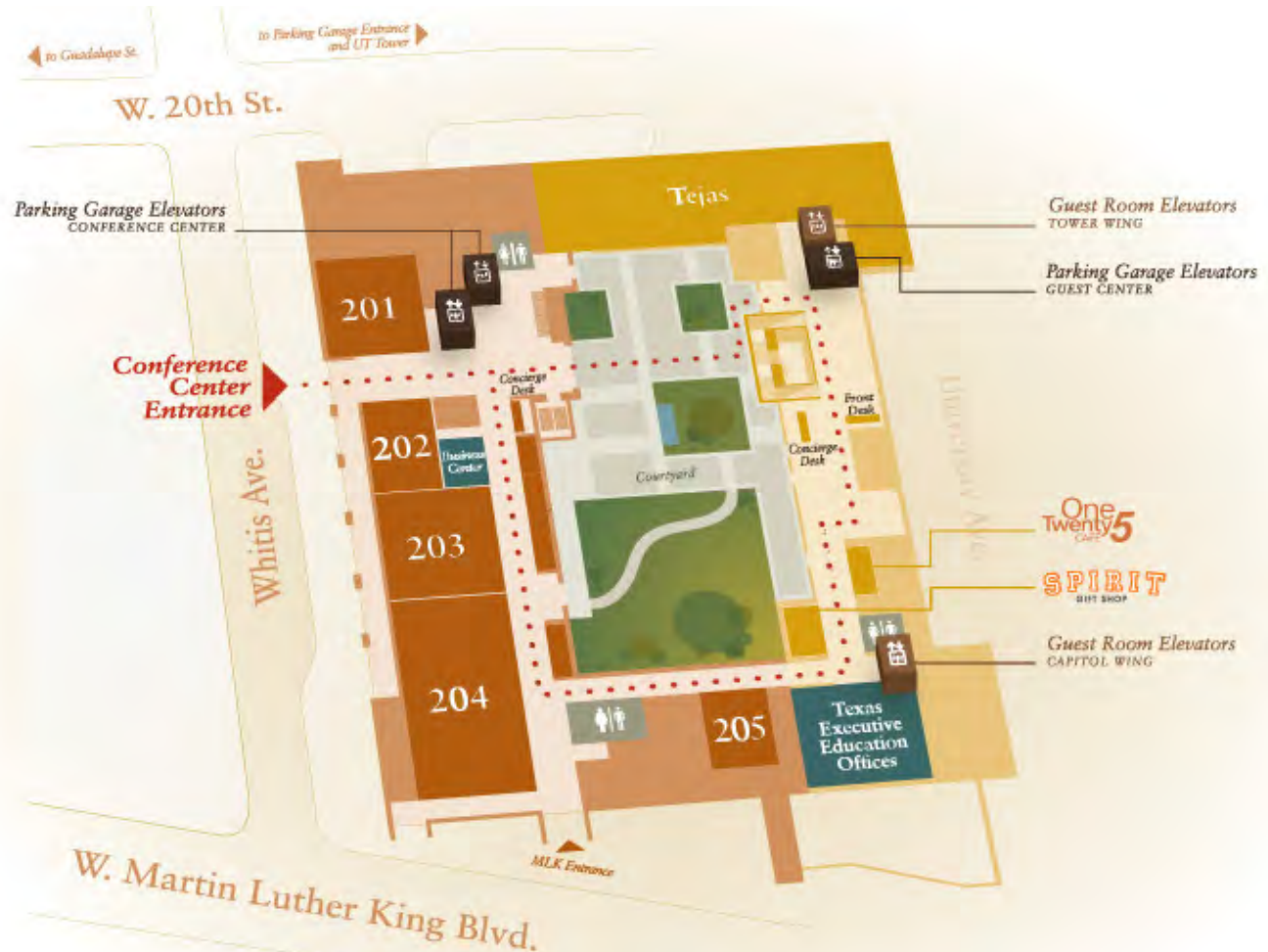
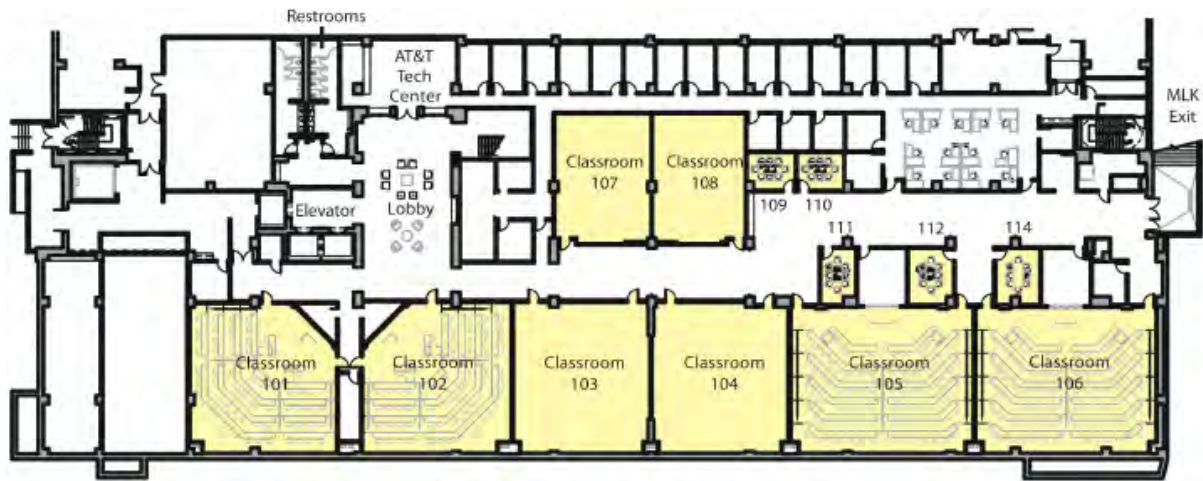
Co-sponsored by the Rorschach Performance Assessment System (R-PAS) Team and the Society for Personality Assessment.





AT&T EXECUTIVE EDUCATION AND CONFERENCE CENTER

THE UNIVERSITY OF TEXAS AT AUSTIN
1900 University Avenue, Austin TX



PLENARY SPEAKERS

STEPHEN E. FINN

Stephen E. Finn, Ph.D., founder of the Center for Therapeutic Assessment, is a licensed clinical psychologist in practice in Austin, TX, a Clinical Assistant Professor of Psychology at the University of Texas at Austin, and Senior Researcher and Director of Training at the European Center for Therapeutic Assessment at Catholic University of Milan, Italy. He has published 50+ articles and chapters on psychological assessment, psychodiagnosis, and other topics in clinical psychology, and is the author of *In Our Clients' Shoes: Theory and Techniques of Therapeutic Assessment* (Erlbaum, 2007), *A Manual for Using the MMPI-2 as a Therapeutic Intervention* (1996, University of Minnesota Press), and (with Hale Martin) *Masculinity and Femininity in the MMPI-2 and MMPI-A* (2010, University of Minnesota Press). Dr. Finn received his Ph.D. in clinical psychology in 1984 from the University of Minnesota. He is a Fellow of the American Psychological Association and of the Society of Personality Assessment, for which he served as President in 2002-2004. Dr. Finn is the recipient of the 2011 Bruno Klopfer Award from the Society of Personality Assessment, for distinguished lifetime contributions to the field of personality assessment.



J.D. SMITH

J.D. Smith, Ph.D. is assistant professor in the Departments of Psychiatry and Behavioral Sciences, Preventive Medicine, and Pediatrics at Northwestern University Feinberg School of Medicine in Chicago. Dr. Smith conducts research on the translation of evidence-based interventions to real-world service delivery systems. His work is currently focused on preventive interventions for children and families, implemented in pediatric primary care and through home visitation, and the development of innovative methods for dissemination and implementation research. His research is funded by the National Institutes of Health, the Centers for Disease Control and Prevention, and the Robert Wood Johnson Foundation. He is a fellow of the Society for Personality Assessment and a member of the Board of Trustees, Co-Editor of the Clinical Case Applications Section of the *Journal of Personality Assessment*, and former Associate Editor. He is a Faculty member of the Therapeutic Assessment Institute and has served as Founding Editor of the Institute's newsletter, the *TA Connection*, since 2012. He is also an affiliate scientist of the Institute for Research and Education Advancing Children's Health at Arizona State University. Dr. Smith has published more than 50 articles and book chapters on Therapeutic Assessment, assessment-driven interventions, prevention science, implementation science, and developmental psychopathology, and he has received a number of awards and recognitions for his research.

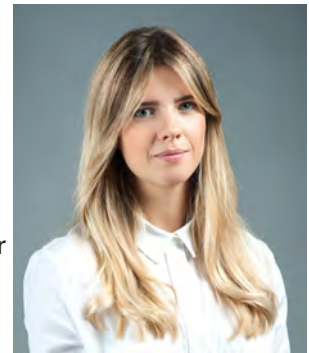


CONSTANCE T. FISCHER SCHOLARSHIP RECIPIENTS

As a result of the generous contributions of Dr. Constance T. Fischer, a pioneer in the field of collaborative and therapeutic assessment, the Therapeutic Assessment Institute is able to offer scholarships for student and pre- and postdoctoral trainees to attend multi-day training opportunities. This year, we were able to award two scholarships to attend the 2nd International Collaborative/Therapeutic Assessment Conference in Austin, TX. The scholarship covers the registration for the conference as well as the fees for the preconference workshops. We received many high quality applications, making this a difficult decision for the conference committee. Please join us in congratulating Julia Dawson and Shawn Wilson.

JULIA DAWSON, M.S.

Julia Dawson is a visiting predoctoral research scholar in the Department of Psychiatry and Behavioral Sciences at Northwestern University in Chicago. She is in Chicago for 6 months, visiting from Italy, to conduct research on Collaborative/Therapeutic Assessment. She holds a B.A. in Psychological Sciences from Università degli Studi Milano-Bicocca and a M.S. in Psychology of Clinical Interventions in Social Contexts from Università Cattolica del Sacro Cuore, in Italy. During her Master's degree, she developed a great interest for psychological assessment, and conducted a dissertation project on the study of professional practices between psychiatrists and psychologists and the use of psychological assessment. She was awarded a Student Research Grant from the Society for Personality Assessment to support this work. She also collaborates with Università Cattolica del Sacro Cuore for the translation of psychological papers and presentations from and into English.



SHAWN WILSON, PH.D.

Shawn Wilson is a psychology postdoctoral fellow at the Travis County Juvenile Probation Department, where he conducts forensic assessments and court-mandated treatment with juveniles. He graduated from the University at Albany, State University of New York's clinical psychology doctoral program with a focus on child studies. His research interests have focused on risk and protective factors related to trauma exposure in adolescents. His clinical interests include conducting assessments and cognitive-behavioral therapy with underprivileged youth and their families. He looks forward to pursuing licensure and a career in clinical work.



CONTINUING EDUCATION CREDIT

The Therapeutic Assessment Institute is able to offer continuing education (CE) credits through our co-sponsor, the Society for Personality Assessment (SPA). SPA is approved by the American Psychological Association to sponsor CE for psychologists. The Therapeutic Assessment Institute maintains responsibility for this program and its content.

Full-day preconference workshops will offer 7 CE credits and the half-day workshops will offer 3.5 credits. Workshops will be held on Thursday, September 21, 2017. Enrollment in the workshops is filled on the basis of completed workshop registration forms and fees received. CE credits will be awarded to all in attendance for the entire workshop. The scientific program held on Friday, September 22, and Saturday, September 23, 2017 will offer 7 CE credits to attendees of each whole day who are registered and have paid the required fees.

CANCELLATIONS

Cancellations of registration fees and workshop enrollment will be accepted until August 21, 2017, minus a \$75 administrative fee per individual registrant. No refunds will be granted after August 21, 2017.



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Preconference Workshops

Thursday, September 21, 2017

FULL DAY 8:30AM – 5:00PM

How and Why Therapeutic Assessment Works

Room 104

Stephen E. Finn, Ph.D. | Center for Therapeutic Assessment, Austin, TX

Many research studies now support the efficacy of Therapeutic Assessment (TA) with a variety of clients, and over the past 20 years a working theory has emerged about why and how TA works. In this introductory workshop, Dr. Finn will summarize the research on TA and explain current thinking about the therapeutic elements in TA. Dr. Finn will then review the basic steps in TA and illustrate each with “classic” videos of him working with actual clients. This training will focus mainly on TA with adults, but will also include case examples and discussions of TA with children, adolescents, and couples.

MORNING SESSION 8:30AM – 12:00PM

Ultra Brief Therapeutic Assessment: Simplicity is the Ultimate Sophistication

Room 107

Hilde De Saeger, M.S. | Viersprong Institute for the Study of Personality Disorders, The Netherlands

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

The presenters will discuss the application of an ultra-brief (i.e., 2–3 hours) empirically supported model of Therapeutic Assessment (TA) with adult clients and illustrate it with video clip and role plays. This training is intended for clinicians who are interested in TA but are limited to implement the full model in their settings. The ultra-brief version of TA is most applicable to distressed, help-seeking clients in inpatient and outpatient treatment settings. Participants will learn how to conduct focused initial interviews, do optional, effective brief assessment intervention sessions, and give focused feedback. It requires expertise in one valid adult self-report inventory (MMPI-2, MMPI-2-RF, PAI, or MCMI-III).

Using the AAP in Therapeutic Assessment: Addressing the Origins of Adolescent Shame

Room 108

Melissa Lehmann, Ph.D. | Center for Therapeutic Assessment, Austin, TX

Carol George, Ph.D. | Mills College, Oakland, CA

This workshop will demonstrate how to integrate the Adult Attachment Projective Picture System (AAP, George & West, 2012) in Therapeutic Assessment with an adolescent in order to reduce shame. A specific focus will be paid to how this semi-structured assessment model can provide a supportive and therapeutic environment in which to talk about attachment information in order to increase the client’s understanding of her emotional difficulties and reduce shame attached to her life-long struggles. The workshop will begin with an introduction to the case in regards to relevant background information and family relationships. This will be followed by a brief discussion of shame and a summary of the client’s MMPI-A and Rorschach testing results. The presenters will then discuss attachment theory constructs, highlighting the use of the AAP within the Therapeutic Assessment model, and how understanding a client’s specific attachment pattern can help direct the therapeutic agenda and enhance client-assessor relationship. The workshop will then return to the case example and demonstrate how an extended inquiry of the client’s AAP stories helped initiate a discussion on shame, which allowed the client to begin seeing her difficulties in a new light. The presenters will then highlight how Therapeutic Assessment can help reduce shame and provide the assessor and client with an opportunity to begin weaving a new, more compassionate, life story.

Preconference Workshops

Thursday, September 21, 2017

AFTERNOON SESSION 1:30PM – 5:00PM

Using a Collaborative/Therapeutic Assessment Model in Diagnosing Adults with an Autism Spectrum Disorder

Room 107

Dale Rudin, Ph.D. | Center for Therapeutic Assessment, Austin, TX

Dr. Rudin will discuss how to utilize a Therapeutic Assessment approach in the assessment of adults who present with behaviors and concerns that are consistent with an Autism Spectrum Disorder. She will discuss differential diagnoses, useful assessment tools, and how to involve clients as collaborators in the assessment process. A key message will be that clinical judgment is essential in making a diagnosis of an ASD. Points will be illustrated with videos of actual clients, and participants will be actively involved in the workshop.

Missteps and Repairs in Therapeutic Assessment: Learning from Past Errors and Raising Awareness about their Potential

Room 108

Filippo Aschieri, Ph.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milan, Italy

Francesca Fantini, Ph.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milan, Italy

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 client's 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 client's personality, needs, and struggles. This 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 discussion 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.

REGISTRATION OPENS 7:30AM

PLENARY #1 8:30AM - 10:00AM

Room 204

Welcome and Opening Remarks

J.D. Smith, Ph.D. | Northwestern University, Chicago, IL

Community Building Activity

Leonard Handler's contributions to Collaborative/Therapeutic Assessment

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

BREAK 10:00AM - 10:20AM

SESSION #1 10:20AM - 12:00PM

Integrating methods from Therapeutic Assessment with school assessment: Opportunities and challenges

Room 105

It's not comprehensive TA, but I therapeutically assess in the schools

Deborah J. Tharinger, Ph.D. | University of Texas at Austin, TX

Who is the client in school assessment...the child, the parent, the teacher or the administrator?

Lisa Lasater, Ph.D. | University of Texas at Austin, TX

Facilitating empowerment in students receiving special education through Therapeutic Assessment

Lauren Gentry, Ph.D. | APA Center, Austin, TX

ROUNDTABLE: How to use TA in the real world: Integrating TA into various settings

Room 107

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

Tracy Zemansky, Ph.D. | Courage to Change, Inc., Santa Monica, CA

Raja David, Psy.D. | Minnesota School of Professional Psychology at Argosy University, St. Paul, MN

Julie Robinson, Ph.D. | Children's Hospitals and Clinics, St. Paul, MN

Hilde De Saeger, M.S. | Viersprong Institute for the Study of Personality Disorders, The Netherlands

Casey O'Neal, Ph.D. | Private practice, Austin, TX

Lindsey Hogan, Ph.D. | The Menninger Clinic, Houston, TX

Margaret Lanca, Ph.D. | Cambridge Health Alliance, Boston, MA

CASE PRESENTATIONS: Addressing challenges when using C/TA with adult clients

Room 108

The personal questionnaire and its utility in Therapeutic Assessment

Jeff Vance, M.S. | University of North Texas, Denton, TX

Katherine Weber, M.A. | University of North Texas, Denton, TX

Sharon Rae Jenkins, Ph.D. | University of North Texas, Denton, TX

Collaborative/Therapeutic Assessment of an elderly Japanese client suffering from chronic pain

Tadayuki Hashimoto, M.A. | Kagawa University, Kagawa, Japan

LUNCH 12:00PM - 1:20PM

SESSION #2 1:20PM - 3:00PM

Collaborative/Therapeutic Assessment: Ethical considerations

Room 105

Ethics in neuropsychological evaluations: Actions, consequences, and “weasel words”

Diane H. Engelman, Ph.D. | Center for Collaborative Psychology, Psychiatry, and Medicine, Sonoma, CA

J.B. Allyn, M.B.A. | Center for Collaborative Psychology, Psychiatry, and Medicine, Sonoma, CA

Therapeutic Assessment in cowboy country

Sara Boilen, Psy.D. | Sweetgrass Psychological Services, Whitefish, MT

Hatred, ethics and TA in mandatory treatment: The poison, the cure and the molecule

Lionel Chudzik, Ph.D. | University of Tours, Alençon, France

Informed consent when conducting Therapeutic Assessments with adolescents and parents

Raja M. David, Psy.D. | Minnesota School of Professional Psychology at Argosy University, St. Paul, MN

Does training in Collaborative/Therapeutic Assessment meet the learning needs of psychologists? Experiences of attunement and misattunement at the European Center for Therapeutic Assessment

Room 107

Ten years of teaching C/TA to post graduate students

Cristina Augello, Psy.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milano, Italy

Erica Dell’Acqua, Psy.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milano, Italy

How learning C/TA impacted professionals’ clinical practice

Francesca Fantini, Ph.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milano, Italy

Cristina Corvi, Psy.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milano, Italy

Ilaria Durosini, Ph.D. student | Università Cattolica del Sacro Cuore, Milano, Italy

Teaching and learning C/TA: Emerging needs and future directions

Camillo Caputo, Psy.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milano, Italy

Filippo Aschieri, Ph.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milano, Italy

CASE PRESENTATIONS: Family applications of C/TA

Room 108

A family session against all odds: “Forcing” curiosity in non-collaborative parents

Caroline Poirier, B.A., Psy.D./Ph.D. candidate | Université du Québec à Montréal, Montréal, Canada

J. Éric Dubé, Ph.D. | Université du Québec à Montréal, Montréal, Canada

Raphaële Noël, Ph.D. | Université du Québec à Montréal, Montréal, Canada

Using Therapeutic Assessment principles in supporting the needs of gender diverse and transgender patients: Working with families

Alexis Clyde, Ph.D. | Children’s Health (GENder Education and Care Interdisciplinary Support), UTSW Medical Center, Dallas, TX

BREAK 3:00PM - 3:20PM

SESSION #3 3:20PM - 5:00PM

“This time I felt like a person”: The Therapeutic Assessment of Madeline G.

Room 105

TA pushed to its limits: My intense experience with Madeline G.

Stephen E. Finn, Ph.D. | Center for Therapeutic Assessment, Austin, TX

The collaborative assessment of Madeline G.-2.0: History, paradigms, re-assessment, & the shadow of the object

Mark Waugh, Ph.D. | University of Tennessee & Oak Ridge National Laboratory, Oak Ridge, TN

“... bodies being trapped in here... I’d like some more color please”: The R-PAS of Madeline G.

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

DISCUSSANT:

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

All or nothing - C/TA in high stake assessments

Room 107

Lost in the fog - What happened to me?

Lena Lillieroth, M.S. | Center for Dependency Disorders, Hägersten, Stockholm, Sweden

A very unusual assessment: The doctor in spite of herself

Tracy R Zemansky, Ph.D. | Courage to Change, Inc., Santa Monica, CA

Substance-induced psychosis and shame

Casey O’Neal, Ph.D. | Private practice, Austin, TX

DISCUSSANT:

Lionel Chudzik, Ph.D. | Université François-Rabelais de Tours, France

The use of Therapeutic Assessment with pediatric medical patients

Room 108

How Therapeutic Assessment creates access to underlying developmental and psychological issues in pediatric medical patients

Michael F. Troy, Ph.D. | Children’s Hospital and Clinics of Minnesota, St. Paul, MN

The use of Therapeutic Assessment with adolescents referred from a diabetes clinic

Julie A. Robinson, Ph.D. | Children’s Hospital and Clinics of Minnesota, St. Paul, MN

The use of Therapeutic Assessment with youth and families presenting with somaticizing (functional) medical concerns

Alison Wilkinson-Smith, Ph.D. | Children’s Medical Center Dallas, University of Southwestern Texas, Dallas, TX

DISCUSSANT:

J.D. Smith, Ph.D. | Northwestern University, Chicago, IL

HAPPY HOUR SOCIAL 5:00PM - 6:00PM

**Interior Courtyard
(if raining, Tejas Room)**

SESSION #4 8:20AM - 10:00AM

The drawings as our guide: Using the Wartegg Drawing Completion Test in C/TA extended inquiry

Room 105

Introduction to the Crisi Wartegg system

Alessandro Crisi, Psy.D. | Istituto Italiano Wartegg, Sapienza University, Rome, Italy

Why is my daughter afraid of me?: Helping parents understand their daughter through extended inquiry of the Wartegg

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

Finding our way through the ominous forest: Extended inquiry with the Wartegg Drawing Completion Test

Jacob A. Palm, Ph.D. | Southern California Center for Collaborative Assessment, Long Beach, CA

DISCUSSANT:

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

Using the Thurston Cradock Test of Shame (TCTS) in Collaborative/Therapeutic Assessment

Room 107

Evaluating shame with the Thurston Cradock Test of Shame (TCTS)

Julie Cradock O'Leary, Ph.D. | Private practice, Anchorage, AK

Using the TCTS in a Therapeutic Assessment with a young woman wondering if she meets criteria for Asperger's Syndrome

Mariam J. King, Psy.D. | Autism Center of Northern California, Richmond, CA

Stuck with shame: Use of the TCTS as part of an assessment intervention session

Raja M. David, Psy.D. | Minnesota School of Professional Psychology at Argosy University, St. Paul, MN

PAPER SESSION: Emerging research on Collaborative/Therapeutic Assessment

Room 108

Utility of collaborative WISC-IV feedback with parents for parental behavior

Michiru Kumamoto, M.A. | Hyogo University of Teacher Education, Osaka, Japan

Therapeutic Assessment effectiveness and efficacy: A meta-analytic study

Ilaria Durosini, Ph.D. student | Università Cattolica del Sacro Cuore, Milano, Italy

Filippo Aschieri, Ph.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milano, Italy

Professional practices between psychiatrists and psychologists: Advantages and barriers to referrals for psychological assessment

Julia Elizabeth Dawson M.S. | Northwestern University, Chicago, IL

Filippo Aschieri, Ph.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milano, Italy

J.D. Smith, Ph.D. | Northwestern University, Chicago, IL

BREAK 10:00AM - 10:20AM

SESSION #5 10:20AM - 12:00PM

Development and adaptation of TA in Japan

Room 105

Why in Japan and what is the role of the Asian-Pacific Center for Therapeutic Assessment (ACTA)?

Noriko Nakamura, M.A. | Asian-Pacific Center for Therapeutic Assessment, Tokyo, Japan

How have we practiced collaborative assessments before importing TA?

Masamichi Noda, B.A. | Hokkaido University, Sapporo, Japan

Why was C/TA highly welcomed by Japanese clinical psychologists?

Seiji Mabuchi, M.A. | Chitose-Karasuyama Psychotherapy Room, Tokyo, Japan

How we conduct TA in Japan and what have we learned from our experiences with TA?

Yasuko Nishida, B.A. | Yosiwara School, Shizuoka, Japan

What is required to solidly establish C/TA in Japan? What are the driving forces and restraining forces to developing C/TA in Japan?

Mikako Ozeki, M.A. | Japan Self-Defense Forces, Sendai, Japan

Naoko Ogura, M.A. | Hachioji Mental Clinic, Tokyo, Japan

Sachiyo Mizuno, M.A. | Soka University, Tokyo, Japan

Mitsue Tomura, M.A. | Soka University, Tokyo, Japan

Hisako Hoside, M.A. | Chosei Hospital, Tokyo, Japan

DISCUSSANT:

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

Can Therapeutic Assessment accelerate the treatment of clients with substance use disorders?

Room 107

Applicability of Therapeutic Assessment in treatment of substance use disorder treatment: A critical examination of alignment with current best practices

Julia Dawson, M.S. | Northwestern University, Chicago, IL

J.D. Smith, Ph.D. | Northwestern University, Chicago, IL

Why do I do all these bad things to myself?

Lena Lillieroth, M.S. | Center for Dependency Disorders, Hägersten, Stockholm, Sweden

Fall-raise-repeat

Filippo Aschieri, Ph.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milano, Italy

DISCUSSANT:

Tracy Zemansky, Ph.D. | Courage to Change, Inc., Santa Monica, CA

CASE PRESENTATIONS: Interventions for complex cases using Therapeutic Assessment

Room 108

Thinking on our feet: Therapeutic Assessment in an inpatient setting

Lindsey Hogan, Ph.D. | The Menninger Clinic, Houston, TX

Collaborative techniques in the assessment of a severe growing-up phobia in a 14-year-old adolescent

Daniela Escobedo Belloc, M.S. | Universidad Autónoma de Nuevo León, Nuevo León, México

Laurencia Perales-Blum | Universidad Autónoma de Nuevo León, Nuevo León, México

Myrthala Juárez-Treviño | Universidad Autónoma de Nuevo León, Nuevo León, México

Javier Lugoleos-Cano | Universidad Autónoma de Nuevo León, Nuevo León, México

LUNCH 12:00PM - 1:20PM

SESSION #6 1:20PM - 3:00PM

Collaborative assessment in the trenches: Working in the juvenile justice system

Room 105

Adapting collaborative assessment in juvenile hall

Caroline Purves, Ph.D. | Private practice, Berkeley, CA

Therapeutic effects of assessing juvenile sex offenders

Roberta Gambetti, Ph.D. | Alameda County Juvenile Justice Center, Oakland, CA

DISCUSSANT:

Lionel Chudzik, Ph.D. | Université François-Rabelais de Tours, France

Adapting the model of Collaborative/Therapeutic Assessment with adolescents to different clinical settings

Room 107

Promoting the understanding of adolescents by the long-term adolescent residential program staff

Carlo Vetere, Psy.D. | Istituto Veneto di Terapia Familiare, Treviso, Italy

TA-A as a second-level prevention program in a community based service

Anna Laura Tarocchi | Azienda Territoriale Sanitaria A.O. Fatebenefratelli-Sacco, Milano, Italy

Opening Pandora's vase: A C/TA with an adolescent in the school context

Carola Iris Ferrari, Psy.D. | Private practice, Milano, Italy

DISCUSSANT:

Filippo Aschieri, Ph.D. | European Center for Therapeutic Assessment, Università Cattolica del Sacro Cuore, Milano, Italy

You CAN teach an old dog new tricks and maybe even more

Room 108

Client-therapist hybrid relationship

Noriko Nakamura, M.A. | Asian-Pacific Center for Therapeutic Assessment, Tokyo, Japan

TA: An experience of consultation

Donna Kelley, Psy.D. | Private practice, Paola, PA

A 40-year-old man with learning disabilities

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

Understanding the core values of Therapeutic Assessment and the effect on the process of client and clinician

Lisa Lasater, Ph.D. | Private practice, Austin, TX

DISCUSSANT:

Dale Rudin, Ph.D. | Center for Therapeutic Assessment, Austin, TX

BREAK 3:00PM - 3:20PM

PLENARY #2 3:20PM - 5:00PM

Room 105

Integrating the work of Luria and Vygotsky in modern cognitive and personality testing: Scaffolding and collaboration in Therapeutic Assessment

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

Adapting Therapeutic Assessment for your context: An implementation science perspective

J.D. Smith, Ph.D. | Northwestern University, Chicago, IL

CONCLUDING REMARKS

Room 105

Practicing Collaborative/Therapeutic Assessment

Peggy Huber, M.A. | American School of Professional Psychology at Argosy University, San Francisco, CA
Patchawan Phynwutikorn, M.S. | American School of Professional Psychology at Argosy University,
San Francisco, CA

Fostering cultural competency in graduate students conducting assessments

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The impact of cultural differences on Collaborative/Therapeutic Assessment

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The relationship between shame and depression as seen in the Thurston Cradock Test of Shame

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The use of Therapeutic Assessment in an acute inpatient setting: A case study

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Fathers in psychological consultation for their child: Clinician's point of view on parent's complementarity

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