



Therapeutic  
Assessment  
Institute

# 4th International Collaborative/Therapeutic Assessment Conference (CTAC)



**Alumni House at University of Utah Campus**

**Salt Lake City, UT**

**June 12–14, 2025**

**Sponsored By:**



**SCHOOL OF  
MEDICINE**  
UNIVERSITY OF UTAH



**CAABA**



Society for  
Personality  
Assessment



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# Table of Contents

<b>3</b>	Welcome Letter
<b>4</b>	General Information
<b>6</b>	Maps
<b>7</b>	Plenary Speakers
<b>8</b>	Scholarship Information
<b>10</b>	Workshops
<b>16</b>	Program
<b>23</b>	Posters
<b>26</b>	Index

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Questions can be directed to the conference Chairs, J.D. Smith at [jd.smith@hsc.utah.edu](mailto:jd.smith@hsc.utah.edu) or Pamela Schaber at [drpamelaschaber@gmail.com](mailto:drpamelaschaber@gmail.com).

## WELCOME TO SALT LAKE CITY!

Welcome to the 4th 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 Salt Lake City, Utah for the 4th International Collaborative/Therapeutic Assessment Conference! We are very excited to host this conference on the campus of the University of Utah in the shadows of the foothills of the Wasatch Mountains. We hope you have time during your stay to enjoy outdoor activities and other fun things that Utah has to offer. Fun fact: The University of Utah School of Medicine is one of only two academic medical centers in the United States to have hiking and mountain biking trail heads on campus. Can you guess the other one? These trails are directly up the hill from the Alumni House and can be accessed by anyone. A map of the area is provided on page 6 of the program book. The Living Room Trail is particularly unique and worth the effort for the views. Be sure to take plenty of water on any hike and wear sunscreen – the UV light is intense at this altitude. Other great places to explore near campus are Red Butte Gardens and the Natural History Museum of Utah – both walkable (but uphill) from the hotels and conference center.

As with past CTACs, we again have a stellar slate of preconference workshops to be held on Thursday, June 12th. Friday and Saturday are the scientific sessions that include plenaries, symposia, case presentations, and roundtables. You will also see a few posters on the walls so be sure to check those out. Presentations cover a broad array of research, clinical, and educational/training issues and practice contexts/populations that are sure to be of interest to attendees. Friday evening you are all invited to a happy hour reception with light snacks, beverages, and conversation with other members of our multi-faceted community. This is planned for the outdoor terrace on the second floor that has beautiful views of the Oquirrh Mountains to the West across the valley and maybe even some views of the Great Salt Lake. In the event of bad weather, the happy hour will take place at an indoor locale here in the conference center.

We want to congratulate the recipients of the Constance T. Fischer Scholarship, Valeria Tamayo-Cárdenas and Mariana González. You can see brief bios for Valeria and Mariana on page 8 of the program. We want to thank the conference planning committee members for all their hard work in putting on this event: Pamela Schaber and J.D. Smith (co-chairs), Raja David, Hale Martin, and Ernesto Pais. Last, we greatly appreciate the support of our conference co-sponsors, the University of Utah School of Medicine's Department of Population Health Sciences, the Society for Personality Assessment, the Colorado Assessment Society, and the Collaborative Assessment Association of the Bay Area. Most importantly, a heartfelt thanks to you all for attending, sharing your work, and being a part of this vibrant international community of C/TA clinicians, researchers, and educators.

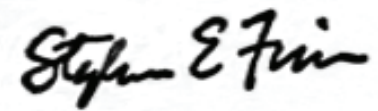
Again, our warmest welcome to Salt Lake City!



**Pamela Schaber, Ph.D.**  
Conference Co-Chair



**J.D. Smith, Ph.D.**  
Conference Co-Chair



**Stephen E. Finn, Ph.D.**  
President, TAI



# Continuing Education Credits

The Therapeutic Assessment Institute is able to offer continuing education (CE) credits through our cosponsor, 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. 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 Thursday, June 12 through Saturday, June 14, 2025, will offer CE credits to attendees of each day who are registered and have paid the required fees.

The Society for Personality Assessment (SPA) is approved by the American Psychological Association to sponsor continuing education for psychologists. SPA maintains responsibility for this program and its content.

Society for Personality Assessment is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0218.

## Cancellations

Cancellations of registration fees and workshop enrollment will be accepted until June 11, 2025, minus a \$75 administrative fee per individual registrant. No refunds will be granted after June 14, 2025.

## Fee Schedule

[Click here](#) to see fee schedule. There are several different registration packages with discounts for members, students, and people who live in emerging countries. Please select the right package for your situation.

## Economic Hardship

If you are currently experiencing economic hardship for any reason, please feel free to choose the student rate when you register. If you experience any difficulty, or if this is not enough financial aid, please let us know. You can certainly apply for the scholarship to the conference (link is above), or we can discuss other arrangements.

# Tech Information

## Ensure you have the most up-to-date Zoom

If you are attending virtually, you will need to ensure you get the most out of your Conference experience, including being able to select your breakout rooms where applicable, you must have the most current Zoom application. You can [check which version you're currently running](#), and please view this Zoom help article if you need to upgrade your version: <https://support.zoom.us/hc/en-us/articles/201362233-Upgrade-update-to-the-latest-version>

## Navigating the Virtual Meeting Platform


Our virtual meeting portal will occur on Zoom. Within 24 hours of the start of each conference event, you will be sent a zoom link. When you join the Zoom link, you will need to wait until the host lets you in. We will try to start letting people in 5 minutes prior to the start of the event.

For workshops: There will be one Zoom link for each workshop.

For the conference: Each day of the conference will have three separate zoom links. We will send you all three links within 24 hours of the event start time. Each link will designate which presentations will be hosted on that link.

For recordings of conference: Each session will be recorded for the conference. If you registered for the conference, you will have access to all of the recordings. If you registered for recordings only, you will receive links to the recordings as well. All recordings will be made in as timely a manner as possible. The recordings will be hosted on the Therapeutic Assessment YouTube Channel. You will be sent links to the recordings once they become available. The links will be active for three months after the last day of the conference.

## Translation Services

If you are attending the conference live and need translation services, you will need to bring your mobile device and headphones to the appropriate room. You will be provided a link to join audio only to the presentation and you can select your preferred language. If you are attending virtually, you will have an option when translation is available. In your meeting/webinar controls, click interpretation . Click the language that you would like to hear (Optional: to hear the interpreted language only, click Mute Original Audio). Not all sessions will be translated. We will identify which presentations have options.

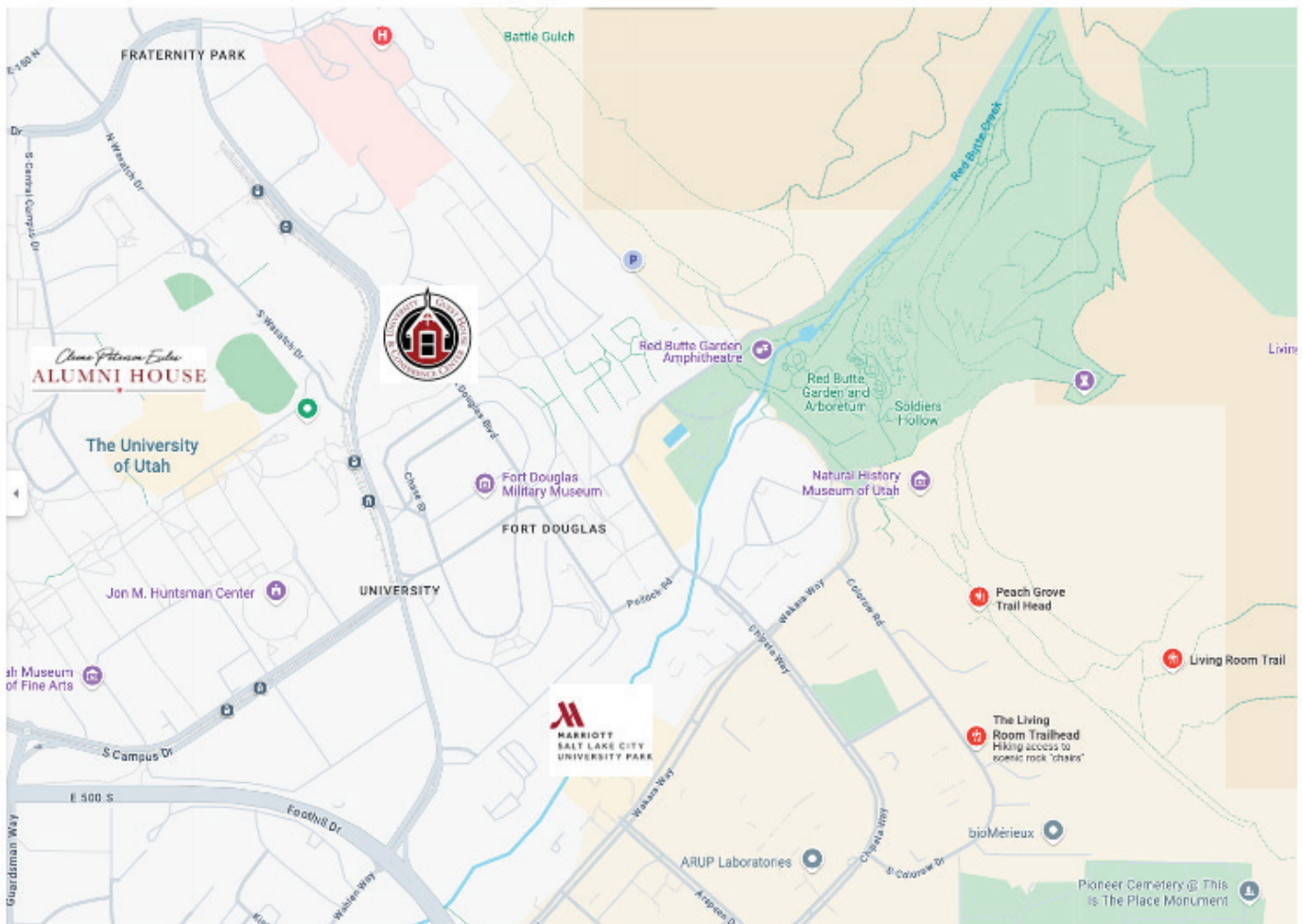
# Campus Maps



*Chase Peterson-Evans*  
**ALUMNI HOUSE**



**MARRIOTT**  
**SALT LAKE CITY**  
**UNIVERSITY PARK**





# Plenary Speakers



Founder of the Center for Therapeutic Assessment, Austin, Texas, USA, Stephen Finn is a Clinical Associate 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 100+ articles, chapters, and books on psychological assessment, psychodiagnosis, and other topics in clinical psychology. Dr. Finn is the recipient of the 2011 Bruno Klopfer Award from the Society of Personality Assessment, for his distinguished lifetime contributions to the field of personality assessment. Among his other awards is the Carl Rogers Award for distinguished contributions to humanistic psychology, presented by Division 32 of the American Psychological Association in 2018.



Dr. Alison Wilkinson-Smith is a pediatric neuropsychologist at Children's Medical Center in Dallas and a Professor of Psychiatry at UT Southwestern Medical Center. She is board certified in Clinical Neuropsychology, has a sub-specialty certification in Pediatric Neuropsychology, and is certified in Therapeutic Assessment with children and families by the Therapeutic Assessment Institute. She provides Collaborative/Therapeutic Assessments with pediatric patients of all ages. She is the Co-Director of the Pediatric Multidisciplinary Functional Neurological Disorders Clinic at Children's Health. Her clinical and research interests include functional neurological disorders, therapeutic and collaborative assessment techniques, autoimmune encephalitis, and neuropsychological assessment in the context of complex psychosocial issues.

# 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 a scholarship to attend the 4<sup>th</sup> International Collaborative/Therapeutic Assessment Conference. 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 Valeria Tamayo-Cárdenas!



**Lic. Valeria Tamayo-Cárdenas**, psicóloga clínica y psicoterapeuta. Colaboro con un grupo de especialistas llamado GISAM, donde además coordino el área de Psicología. Colaboro como profesora invitada y supervisora en el Área de Internamiento del Departamento de Psiquiatría del Hospital Universitario “José E. González”. Mantengo un fuerte interés por los Trastornos Graves de la Personalidad, la Psicoterapia Focalizada en Transferencia y la Evaluación Colaborativa y Terapéutica. Soy una especialista comprometida con el abordaje integral de los pacientes, así como el entendimiento profundo y empático de sus dificultades.



**Mariana González** received her master's degree in neuropsychology and education from the International University of the Rioja (UNIR) in Logroño, Spain in 2017. She is a licensed psychologist in México, and her work has been focused on neuropsychological assessment and neuropsychological therapy with children and adolescents. She is currently studying a master's degree in clinical psychology with a specialization in systemic therapy at the Universidad de Monterrey (UEM).



# Bruce Smith Scholarship Recipients awarded by CAABA



**Priscilla Mei** is a clinical psychology doctoral student at the Wright Institute in Berkeley, CA, with a deep commitment to working with historically marginalized populations. She currently serves youth in Contra Costa County and is a mentor for the Wright Institute Pipeline to Advanced Degrees' Psychology Internship Program, where she supports high school students in exploring careers in clinical psychology. Priscilla is also dedicated to creating space for marginalized voices in the field of psychology. Her clinical interests include conducting collaborative/therapeutic assessments, providing therapy, and contributing to research.

Priscilla is passionate about promoting and providing culturally affirming mental health services for racial and ethnic minorities and looks forward to continuing this work throughout her career.



**Josh Kelly** is a 2nd year PsyD student at the Wright Institute. He has trained at practicum sites focused on substance abuse and psychodynamic therapy, and is looking forward to his practicum next year where he will get to use CTA with children at Edgewood Center in San Francisco. He has been trained in the Adult Attachment Projective (AAP) and served as a research assistant for Dr. Carol George investigating shame in mother-infant dyads. He is currently researching shame in the AAP for his dissertation. This year, he joined the SPA graduate students board and is excited to help make CTA more accessible to students.



**Emily Angstreich, M.A.**, is a clinical psychology doctoral student at the Wright Institute in Berkeley, California. Her training has primarily focused on psychodynamic approaches to treating individuals with serious mental illness. She is particularly interested in how collaborative therapeutic assessment can incorporate the relational elements of psychodynamic psychotherapy into the assessment process. Emily is currently training at a high-acuity psychiatric inpatient hospital, where she works with adolescents and adults diagnosed with serious mental illness. She also conducts comprehensive assessments at a

community college to help students address concerns related to executive functioning. Emily looks forward to applying for her pre-doctoral internship in the coming year, with the goal of training at a site that emphasizes collaborative therapeutic assessment with individuals experiencing serious mental illness.



**Anne Gill** is a psychology predoctoral intern at Alameda Family Services, a community mental health program which provides short-term therapy to families, adults, and couples. Anne is also a member of Alameda Family Services' assessment program, which offers low-cost psychological testing using an approach that is both collaborative and therapeutic. Prior to pursuing her doctorate degree at The Wright Institute, Anne worked as a creative arts therapist in an outpatient program for adults with dual diagnoses. Her clinical interests include collaborative therapeutic assessment, community mental health, and the use of creativity arts in health and healing.



**Workshops**

**June 12**

**8:30am–12:00pm**

## **ENHANCING MENTALIZING ABILITY IN THERAPEUTIC ASSESSMENT: A COLLABORATION APPROACH**

**Location: Ballroom A**

Inge Van Laer

Hilde De Saeger

Jan H. Kamphuis

Within Therapeutic Assessment, the focus is on working collaboratively with the client to nuance their existing narrative about themselves and the world. This process helps the client regain perspective. To facilitate a shift in the client's narrative, we encourage them to join us on the observation deck. This metaphorical approach is based on the assumption that it helps clients gain more insight into existing patterns, leading to greater understanding, self-compassion, and mildness. In other words, during a Therapeutic Assessment, we appeal to the client's mentalizing ability and help it grow from a collaborative stance. Midgley et al. (2017) describe in their book that mentalizing ability develops during childhood, with two essential building blocks: attention regulation and emotion regulation. Attention regulation involves the ability to direct attention to both the external and internal worlds. Emotion regulation involves recognizing, differentiating, and managing emotions. These foundational skills are crucial for the development of mentalizing, which is the ability to understand the mental states that underlie our own and others' behaviors.

When working with clients with personality pathology, mentalizing is often compromised. This makes it challenging for us as assessors to get the client on the observation deck with us. By understanding the building blocks of attention regulation and emotion regulation, we can provide more tailored support to meet the client's needs. This approach reduces the risk of overwhelming the client and asking too much of them. Additionally, it offers opportunities to work in a culturally sensitive manner, recognizing and respecting the diverse backgrounds and experiences of our clients. During the workshop, we will discuss the building blocks of mentalizing, including attention regulation, emotion regulation, and mentalizing ability. We will explore how to assess what the client needs to get their mentalizing ability back online. This involves understanding the client's current level of functioning and identifying areas where they may need additional support. We will then work on applying specific techniques to help the client climb the observation deck. These techniques are designed to enhance the client's ability to reflect on their own and others' mental states, promoting greater self-awareness and empathy. In particular, we will consider the implications of these techniques during the entire Therapeutic Assessment with a special focus on selecting appropriate psychological tests, extended inquiries and assessment intervention sessions. This includes setting appropriate goals, creating a supportive environment, and using interventions that are tailored to the client's unique needs. By doing so, we aim to create a therapeutic process that is both effective and compassionate, helping clients to develop a more nuanced and compassionate understanding of themselves and their experiences.



**8:30am–12:00pm**

## **NEURODIVERSITY-AFFIRMING COLLABORATIVE/THERAPEUTIC ASSESSMENT**

**Location: Ballroom B**

Krista Brittain

Ori Elis

The neurodiversity paradigm has gained significant traction in recent years as a framework for understanding neurological variation. The concept of neurodivergence is now more widely recognized, with visibility increasing—from professional athletes openly discussing their diagnoses, content creators sharing personal experiences on Instagram and TikTok, and even mainstream children’s programming, like a new show on PBS Kids featuring neurodivergent characters. This growing awareness reflects broader cultural shifts, but it also presents challenges, particularly for assessment psychologists who must navigate the complex confluence and divergence of neurotypes as cultural and clinical phenomena.

For mental health and educational professionals, adapting assessment practices to be inclusive, affirming, and culturally competent is no small task. In a landscape where neurodivergence is increasingly acknowledged as a valid and valuable part of human diversity, there is a heightened responsibility to ensure that assessments are both accurate and respectful of neurodivergent individuals’ identities. The increasing prominence of neurodivergence also means that professionals must be attuned to the ways in which cultural attitudes, biases, and ableism can shape diagnostic processes and outcomes. This includes both the challenges of navigating diverse neurotypes and the opportunities to evolve assessment practices to better serve neurodivergent individuals.

One way to approach these challenges is through Collaborative/Therapeutic Assessment (C/TA), which offers a client-centered, humanizing framework for conducting psychological assessments. Because C/TA focuses on building a therapeutic relationship between the assessor and the client as well as the client being the expert of their own experience, it provides a framework for making the assessment process more inclusive and affirming for neurodivergent individuals. This workshop will explore how the core values of TA can be applied to the assessment of neurodivergent individuals and neurodiverse families, helping to create a more supportive and empowering environment. These values will also serve as a foundation for discussion about how to adopt a neurodiversity-affirming approach to C/TA.

In this half-day workshop, Drs. Ori Elis and Krista Brittain will provide an overview of recent cultural shifts in the understanding of neurodivergence, including the evolution of language—such as the ongoing debate between identity-first and person-first language—and the impact of ableism on both neurodivergent and neurotypical individuals. Presenters will also review different models of disability, including the social and cultural models, and relate them to the lived experiences of neurodivergent communities, particularly those of autistic and ADHD individuals.

The session will explore the importance of cultural and professional competence in working with

neurodivergent clients, highlighting how assessment practices can be adapted to better reflect these evolving understandings. Using case examples, the presenters will demonstrate how to shift toward a neurodiversity-affirming C/TA approach at every stage of the process. Participants will have opportunities to reflect on their own biases and practices, learn strategies for more neurodiversity-affirming assessments, and engage in discussions about how to improve their work within the framework of Collaborative/Therapeutic Assessment. Ultimately, this workshop aims to equip professionals with the tools to provide more ethical, inclusive, and effective assessments for neurodivergent clients and neurodiverse families.

**8:30am–12:00pm**

## **CONCEPTUALIZACIÓN E INTERVENCIÓN EN LA ECT EN LATINOAMÉRICA (Available Online ONLY)**

**Location: Ballroom C**

Daniela Escobedo-Belloc

Ernesto Pais

El modelo de Evaluación Colaborativa y Terapéutica (Finn, 2007) ha demostrado ser una metodología eficaz para integrar la evaluación psicológica con la intervención terapéutica, promoviendo el autoconocimiento y apoyando los cambios positivos en las personas que consultan. Si bien se ha planteado la adecuación de este modelo al contexto latinoamericano (Pais & Escobedo, 2022), su aplicación en Latinoamérica plantea desafíos y oportunidades particulares, dados los elementos socioculturales y económicos de la región.

Este Workshop brindará a los participantes herramientas para utilizar las técnicas de evaluación psicológica con fines terapéuticos, desde la etapa de conceptualización del caso, hasta la etapa de intervención, dentro del proceso de una Evaluación Colaborativa y Terapéutica.

Se explorará cómo los test y las técnicas pueden funcionar como amplificadores de la empatía, facilitando una comprensión profunda del consultante y favoreciendo la alianza terapéutica. A través de ejemplos clínicos (se incluirán extractos de video de pacientes reales) y ejercicios prácticos, se abordará la diversidad de intervenciones que posibilitan co construir con las personas, narrativas más compasivas sobre sí mismas, posicionándolas cercanas al cambio.

Se debatirá en torno a la adaptación de las técnicas y las posibilidades de intervención, tomando en cuenta las particularidades de Latinoamérica, su cultura y el alto impacto del trauma en poblaciones en situación crisis y vulnerabilidad socioeconómica. Además, los participantes podrán reflexionar sobre estrategias para optimizar la aplicación de las técnicas en sus propios contextos de práctica clínica.

Este Workshop está dirigido a psicólogos y estudiantes avanzados de la carrera de psicología, interesados en profundizar en el uso terapéutico de la evaluación psicológica y en enriquecer su trabajo con herramientas que integren a la evaluación con la intervención.

**1:30pm–5:00pm**

## **THE MILLON INVENTORIES AS ALLIANCE AND THERAPEUTIC DIALOGUE BUILDERS: USING THE MCMI-IV AND MACI-II IN THERAPEUTIC ASSESSMENT**

**Location: Ballroom A**

**Seth Grossman**

The attuned, therapeutically oriented assessor recognizes that the greatest growth potential occurs when a person feels connected to another (in this case, the assessor) and feels heard and understood. Part of that undertaking happens when the assessor and client figure out how the person is currently functioning (e.g., diagnosis, life circumstances), but the larger part comes from discovering how it is the person got to the present moment. Most assessors familiar with the MCMI-IV and other Millon instruments are aware of how these tools inform diagnostics; not as many have a grasp on how to apply the underlying theory to help illuminate the person's life story in pursuit of a more sympathetic personal narrative.

This half-day workshop highlights methods for using theoretical material embedded in the Millon Inventories in building a working alliance and finding effective collaborative dialogue in therapeutic assessment. Through both didactic and hands-on methods, assessors will gain in operational knowledge that will serve to inform extended inquiry, assessment intervention, and feedback.

The Millon instruments, on their own, provide support for Therapeutic Assessment both by identifying central struggles and core motivational conflicts, as well as by highlighting characteristic behaviors, dynamics, phenomenology, and temperament. Struggles and conflicts highlighted by the core evolutionary principles add depth to the person's explanatory narratives about their life's journey, while the characteristics reflected in the domains may identify targets for the assessment intervention sessions and ultimate recommendations in feedback.

While the Millon instruments are self-report, they hold something of a unique space in context with other methods and instruments. The theory, which models both observable, conscious phenomena and less conscious, inferred dynamics, may best be employed at a level between more empirically derived self-report measures (e.g., MMPI, PAI), and performance measures (e.g., Rorschach, Wartegg). The Millon measures, then, frequently highlight gaps between the two major traditions and lend depth and explanatory power to these different levels of data. This workshop will demonstrate several examples of the role of the MCMI-IV when used in coordination with other instruments.

Participants will engage in small-group or dyadic exercises, as well as full-group discussion. While there is a portion of the workshop that covers theory in a more didactic manner, the intent of the workshop is to maximize time spent in a more collaborative mode, generative of ideas, insights, and attunement drawn from a combination of the test data and the person's lived experience.



**1:30pm–5:00pm**

## **TO VALUE AND WORK WITH CLIENTS WITH SHAME USING CWS IN THERAPEUTIC ASSESSMENT**

**Location: Ballroom B**

Alessandro Crisi

Filippo Aschieri

In this workshop, the capabilities of the Wartegg test, used with the CWS (Crisi Wartegg System) in assessing the presence of shame and working with clients who suffer from this condition, are illustrated. As regards the assessment aspect, the CWS can detect the presence of shame thanks to the identification of specific indices that clinical practice has shown to be very often frequent in the TAs of clients with shame. As regards the work with them, thanks to its ability to evoke and stimulate the production of drawings with a strongly metaphorical meaning, the CWS has proven to be particularly useful and effective, especially in Extended Enquiry.

At first in the workshop, the Symptoms most frequently encountered in shame will be examined (insecurity / self-accuse, sensitivity / vulnerability, difficulty in the relationship with authority, social anxiety, depression, paranoia / distrust, dependence). Each of these symptoms will be addressed in detail by illustrating the formal indices and contents. The formal indices are undoubtedly the core of the psychological evaluation; the contents that often have a high symbolic meaning, help the client to better understand their internal dynamics. The contents that often have a high symbolic meaning, help the clients to become aware and better understand their own internal dynamics.

In the second part of the workshop, two cases of assessment and work with clients affected by shame will be illustrated. The first case involves a 48 years old Caucasian cisgender man, who looked for a couple TA with his wife lamenting her problem in engaging in sexual activities.

The TA, and in particular the WCS, helped the couple gain more awareness of the individual and systemic components of such difficulty. The case will highlight the effect of the Extended inquiry on the husband's self-representation, diminishing shame, and shading a new light on the origins of the couple's difficulties (a short video will be presented).

In the second case, a 38-year-old man, who, at first had an extremely negative and suspicious approach to the TA. In the Wartegg test, the man created highly personalized, original, and meaningful designs in each of the 8 boxes. He captured the evocative character of each stimulus sign in the test with extreme precision. And in each box, in perfect agreement with the psychological area stimulated by the evocative character of the stimulus-sign, he produced drawings concerning his own life. Such a metaphorical production has given rise to a truly unusual and profound extended inquiry which lasted 5 meetings. From the EI, extremely significant elements of the life and painful experiences experienced by the client emerged. Dealing with these issues led, already during the extended investigation, to an alleviation of symptoms of shame and an improvement in relationships within one's family of origin.



**Program**

**June 13 & 14**

# Friday, June 13

**8:30am–10:00am**

CEU

## **PLENARY - (Spanish Translation Available)**

### **Location: Ballroom**

“Are Sudden Transformations Seen in Therapeutic Assessment Due to Memory Reconsolidation?”

Stephen Finn

**10:00am–10:20am | Break**

**10:20am–12:00pm**

CEU

## **SYMPOSIUM**

### **Location: Ballroom A**

“Navigating Through Defenses to Arrive at Core Shame”

Julie Cradock O’Leary

Seth Grossman

Donna Kelley

Christopher Arrillaga

Mitsugu Murakami

CEU

## **SYMPOSIUM**

### **Location: Ballroom B**

“Am I Bad? TA and Filial Piety in Asian Clients”

Stephen Finn

Raja David

Noriko Nakamura

Qiwu Sun

## **PAPER PRESENTATION - (Spanish Translation Available)**

### **Location: Ballroom C**

“University Training in ET/C: Simulation with Actresses”

Marianela Cafrune Gervilla

Ernesto Pais

“When Collaborative Assessment Accompanies Grief”

Marianela Cafrune Gervilla



## “Creation and Contributions of the CUECyT in Mental Health”

Ernesto Pais

Maria Cecilia Marucci

Camila Rojas

Marinela Cafrune Gervilla

Vanessa Cayún

Gimena Bello

### 12:00pm–1:20pm | Lunch Break

### 1:20pm–3:00pm

#### **SYMPOSIUM**

CEU

##### **Location: Ballroom A**

“Drawing Out Meaning: Wartegg-Based Case Conceptualization within the Context of CTA”

Jacob Palm

Stephen Finn

Alessandro Crisi

Pamela Schaber

CEU

#### **SYMPOSIUM - (Spanish Translation Available)**

##### **Location: Ballroom B**

“Using the AAP in TA with Attachment Trauma and Core Shame”

Carol George

Melissa Lehmann

Edward Jenny

Rob Riddell

CEU

#### **SYMPOSIUM**

##### **Location: Ballroom C**

“Enhancing Therapeutic Assessment Through Technology: Balancing Innovation with Human-Centered Practice”

Krista Brittain

Kate Thomas

Anna Sapozhnikova

Sarvenaz Sepehri

### 3:00pm–3:20pm | Break

**3:20pm–5:00pm**

**CEU**

**SYMPOSIUM**

**Location: Ballroom A**

“Navigating Parental Challenges: Struggles in Implementing TA”

Hilde De Saeger

Sander Buuron

Inge Van Laer

Janneke Husson

**CEU**

**SYMPOSIUM - (Spanish Translation Available)**

**Location: Ballroom B**

“Recognizing Shame Through Psychological Tests”

Noriko Nakamura

Stephen Finn

Alessandro Crisi

Francesca Fantini

Julie Cradock O’Leary

**CEU**

**SYMPOSIUM**

**Location: Ballroom C**

“Enhancing Collaborative Assessment with COSMO: A New Coding System for the Picture Frustration Study”

Carlo Vetere

Filippo Aschieri

Dale Siperstein

**6:00pm–8:00pm | Happy Hour**

**Saturday, June 14**

**8:20am–10:00am**

**CEU**

**SYMPOSIUM**

**Location: Ballroom A**

“Working with Japanese Clients, Shame via TA”

Mitsugu Murakami

Noriko Nakamura

Yasuko Nishida

Masamichi Noda

Naoko Ogura

## **SYMPOSIUM - (Spanish Translation Available)**

CEU

### **Location: Ballroom B**

“Collaborative and Therapeutic Assessment in Latin America”

Ernesto Pais

Daniela Escobedo-Belloc

Camila Rojas

Maria Cecilia Marucci

Valeria Tamayo-Cárdenas

Ana Paula Laria-Zavala

CEU

## **SYMPOSIUM**

### **Location: Ballroom C**

“All Roads Lead to Roma: Paths to Personal and Professional Growth in TA Certification”

Sarah Bharier

Dale Rudin

Serena Messina

Krista Brittain

**10:00am–10:20am | Break**

**10:20am–12:00pm**

## **SYMPOSIUM**

CEU

### **Location: Ballroom A**

“How Do They Do It? Implementing TA Weeks for Skill Development and Client Benefit”

Hilde De Saeger

Maartje Hermans

Filippo Aschieri

Inge Van Laer

## **PAPER PRESENTATION - (Spanish Translation Available)**

### **Location: Ballroom B**

“If I See a Butterfly Does It Mean I’m Gay?”

Nicolas Giammona

“Use of the Wartegg (WDCT) with Gender Diverse Youth”

Alexis Clyde

“Using the CWS in CTA with Children and Families”

Alison Wilkinson-Smith



## **SYMPOSIUM**

**CEU**

### **Location: Ballroom C**

**"When the Body Tells the Story: Understanding Dissociative and Somatic Presentations in Adolescent Assessment"**

Raja David

Abby Hughes-Scalise

**12:00pm–1:20pm | Lunch Break**

**1:20pm–3:00pm**

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## **SYMPOSIUM - (Spanish Translation Available)**

### **Location: Ballroom A**

**"An Attachment Perspective on the Early Memory Procedure"**

Serena Messina

Pamela Schaber

Raja David

Diane Santas

## **PAPER PRESENTATION**

### **Location: Ballroom B**

**"Collaborative Assessment in a Forensic Psychiatric Hospital"**

Grier Potter

Diana Inkova

**"Strategies for Safely Conducting Assessment Intervention Sessions in a Child Psychiatric Ward"**

Shogo Baba

**"Principles of Therapeutic Assessment in Residential Care"**

Adam Anderson

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## **SYMPOSIUM**

### **Location: Ballroom C**

**"The Art of Feedback: Core Concepts and Case Examples Using the Wartegg to Provide Therapeutic Feedback"**

Jacob Palm

Mitsugu Murakami

Stephen Seger

Sarah Bharier

3:00pm–3:20pm | Break

3:20pm–5:00pm

**PLENARY - (Spanish Translation Available)**

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**Location: Ballroom**

**“Integrating Therapeutic Assessment with Neuropsychological and Cognitive Testing: Navigating Dynamic Tensions in Child and Adolescent Evaluations”**

Alison Wilkinson-Smith



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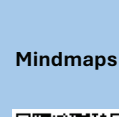


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# Posters

# June 14

## **POSTER**

“Identifying Crisi Wartegg System (CWS) Scores that Correlate with Shame Dynamics on the Thurston Cradock Test of Shame (TCTS)”

Julie Cradock O’Leary

Alessandro Crisi

Mitsugu Murakami

Meriwether Denman

## **POSTER**

“Untangling Trauma and Shame Dynamics via Therapeutic Assessment: A Single-Case Study Using Time-Series Design”

Julie Cradock O’Leary

Donna Kelley

Filippo Aschieri

Stephen Finn

## **POSTER**

“Identification of Rorschach (R-PAS and Comprehensive System) Determinants that Correlate with Shame Dynamics on the Thurston Cradock Test of Shame (TCTS)”

Edward Jenny

Cassandra Parrish

David York

Julie Cradock O’Leary





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# Index

Anderson, Adam	22	Lehmann, Melissa	18
Angstreich, Emily	9	Marucci, Maria Cecilia	18, 20
Arrillaga, Christopher	17	Mei, Priscilla	9
Aschieri, Filippo	15, 19, 20, 24	Messina, Serena	20, 21
Baba, Shogo	21	Murakami, Mitsugu	17, 19, 21, 24
Bello, Gimena	18	Nakamura, Noriko	17, 19
Bharier, Sarah	20, 21	Nishida, Yasuko	19
Brittain, Krista	12, 18, 20	Ogura, Naoko	19
Buuron, Sander	19	Palm, Jacob	18, 21
Cafrune Gervilla, Marianela	17	Pais, Ernesto	13, 17, 18, 20
Cayún, Vanessa	18	Parrish, Cassandra	24
Clyde, Alexis	20	Potter, Grier	21
Cradock O'Leary, Julie	17, 19, 24	Riddell, Rob	18
Crisi, Alessandro	15, 18, 19, 24	Rojas, Camila	18, 20
David, Raja	17, 21	Rudin, Dale	20
De Saeger, Hilde	11, 19, 20	Santas, Diane	21
Denman, Meriwether	24	Sapozhnikova, Anna	18
Elis, Ori	12	Schaber, Pamela	3, 18, 21
Escobedo-Belloc, Daniela	13, 20	Seger, Stephen	21
Fantini, Francesca	19	Sepehri, Sarvenaz	18
Finn, Stephen	3, 7, 17, 18, 19, 20, 24	Siperstein, Dale	19
George, Carol	18	Smith, J.D.	3
Giammona, Nicholas	20	Sun, Qiwu	17
Gill, Anne	9	Tamayo-Cardenas, Valeria	8, 20
González, Mariana	8	Thomas, Kate	18
Grossman, Seth	14, 17	Van Laer, Inge	11, 19, 20
Hermans, Maartje	20	Vetere, Carol	19
Hughes-Scalise, Abby	21	Wilkinson-Smith, Alison	7, 20, 22
Husson, Janneke	19	York, David	24
Inkova, Diana	21		
Jenny, Edward	18, 24		
Kamphuis, Jan	11		
Kelley, Donna	17, 24		
Kelly, Josh	9		
Laria-Zavala, Ana Paula	20		