

# 3RD INTERNATIONAL COLLABORATIVE/ THERAPEUTIC ASSESSMENT CONFERENCE

## WORKSHOP ABSTRACTS

### 50 WAYS TO DO AN ASSESSMENT INTERVENTION SESSION!

HILDE DE SAEGER AND INGE VAN LAER

SEPTEMBER 16 & 17 • 9AM-1PM CST

Despite the many examples of AIS in the literature and the writings of Steve Finn and colleagues about the topic (e.g., Finn, 2007; Tharinger et al., 2009), planning an AIS keeps on being challenging. The challenges of AIS, are multiple. At first one needs to plan properly, then one has to think about the easiest way to get the problem behavior in the room. We also have to keep our own (in)securities in mind. Some years ago a list of published AISs was put together in the TA Connection (TA Connection, 3-2, 2015), indicating the need for help on this issue. In our daily work with clients, student, colleagues and supervisees it's a returning topic. It's the most challenging and exciting part of TA at the same time, we want to do it well and we are frightened about it. In an AIS, collaborative working finds its acme. Our clients, students gave us the opportunity to practice, to learn from all and we found out that if we think out of the (our) box, we can come up with some pretty creative plans that have great benefit in working with our clients. We learned to use our neuropsychological tests in the broadest way possible. But lately we have started working with more non-verbal (creative) techniques to help our (overstructured or over-emotional) clients and their families. Working this way gave us the opportunity to really get into our clients' shoes. Using unstructured creative sessions showed us the strength of our clients and their systems, their resilience but also their deepest dilemmas of change. It also confronted us with our own Epistemic Trust and insecurities (i.e., Is this really going to work? How far do I want to go out of my comfort zone?, Am I able to ask this from my client? etc.)

In this workshop we want to show you some case-examples of different kinds of non-verbal/creative techniques to plan an AIS with different kind of clients (adults with different kind of problems, adolescents and their family system, and couples). We will show some video material to walk you through the process and discuss all the steps. The focus will be on helping you thinking out of the box in the planning of AI sessions. How can you be loyal to your own anxiety, your own flexibility and go into a meeting with your client. What is needed beforehand. There will be enough time to practice and plan AIS of your own clients.

### FOUR MODELS OF THERAPEUTIC ASSESSMENT: CORE CONCEPTS AND PRACTICES SHOWN IN CLASSIC VIDEOS

STEPHEN FINN

OCTOBER 2 & 9 • 9AM-1PM CST

This workshop provides an opportunity for participants to hear Stephen Finn, the developer of Therapeutic assessment, discuss his insights into the core concepts and practices underlying the four models of TA (TA with adults, TA with children, TA with adolescents, and TA with couples). Dr. Finn will illustrate steps of Therapeutic Assessment with videos of himself and his colleagues working with actual assessment clients. This is an introductory workshop, but attendees should have a basic knowledge of major assessment tools such as the WAIS-IV, MMPI-2 and MMPI-2-RF, and the Rorschach.

LINK TO REGISTRATION:  
[HTTP://BIT.LY/CTAC2021](http://bit.ly/CTAC2021)

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

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## WORKSHOP ABSTRACT

### MILLION THEORY AND INSTRUMENTS IN COLLABORATIVE AND THERAPEUTIC ASSESSMENT

SETH GROSSMAN AND BLAISE AMENDOLACE

OCTOBER 15 • 9AM-1PM CST

The widely-held understanding of the MCMI-IV and other Millon Inventories is that they are instruments primarily useful in ruling-out categorical personality pathology, yet this is only their most basic application. With some rudimentary understanding of Millon's Evolutionary Theory, the instruments lend themselves to considerable clinical enhancements, including, but not limited to, facilitation of collaborative alliance relevant to CTA.

This half-day workshop demonstrates how information from the MCMI-IV, the MACI-II, and other Millon Inventories can inform CTA with information that is useful to both the assessor and the client. Through a precis on applied Millon Evolutionary Theory, live "mock" assessment/intervention demonstrations, and participant-involving case examples, assessors will gain both didactic and "hands-on" experience using theoretical and empirical information gleaned from the assessment material.

The Millon instruments, on their own, provide support in the context of a CTA in two major ways. First, the motivating aims components of the theory (the "evolutionary polarities") highlight the individual's central struggles and life orientation alignment, as well as core conflicts in motivation. This information aids the assessor's efforts in positioning themselves relevant to the client in context with mentalization and understanding difficulties with epistemic trust. Second, this information, when combined with facet-domains (the facet scales and additional structural and functional domains) operationalize this perspective toward treatment options, which can be used as information relevant to both assessment intervention and treatment recommendations in summary sessions and written feedback.

In combination with other instruments, the Millon Inventories hold a unique ground as something of a hybrid-style methodology. While technically "objective" instruments, they are best interpreted at a level between more empirically-derived objective measures, such as the Minnesota instruments or the PAI, and performance/projective measures such as the Rorschach. As such, they frequently highlight "gaps" between information gathered from more "pure" objective measures and performance-based tasks. The workshop will demonstrate several examples of the role of the MCMI-IV and other instruments in context with other commonly-used measures, as well as how it may inform other problem-specific assessment instruments.

Participants will be exposed to live demonstrations of interpretation, collaboration, and feedback using the aforementioned theoretical/empirical material. They will also participate in small-group or dyadic exercises using case material provided by the presenters. At the culmination of the workshop, participants will have gained a working sense of utilizing the Millon methodology toward enhanced empathy, more accurate and relevant understanding of the client's interpersonal/behavioral, intrapsychic, biophysical, and phenomenological functioning, and improved clinical alliance.

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## WORKSHOP ABSTRACT

### THE AAP IN ACTION: A HANDS ON APPROACH TO LEARNING HOW TO USE THE AAP DURING A TA

CAROLINE LEE, MELISSA LEHMANN, AND CAROL GEORGE

NOVEMBER 5 & 6 • 10AM-2PM CST

This full day collaborative workshop will demonstrate the utility of the AAP in Therapeutic Assessment using a clinical case. The workshop is organized in four parts. The workshop will begin with a brief orientation to the attachment pattern groups, helping fortify the connection between the development of attachment in young children and how we then assess this construct during adolescence and adulthood. The workshop then moves to a case consultation format. Second, the presenters will provide a "live" AAP case consultation, focusing on understanding the AAP coding and the client's overall attachment classification. Participants will have the opportunity to collaborate in small groups to come up with their own ideas and understanding of the client using the AAP stories and coding. Next, specific stories from client's EMP will be discussed in order to facilitate a lively discussion on how the AAP can be used in conjunction with other assessment tools to enhance our understanding of client's struggles and their roadblocks to change. Participants will have another opportunity to collaborate in small groups to form a TA case conceptualization using the AAP and EMP material presented, as well as develop ideas for assessment interventions based on the client's questions and test results. Finally, participants will be asked to collaborate in creating written feedback letters for the client. The primary goal of this "hand on" workshop is for participants to leave with a deeper clinical understanding of the AAP, as well as practical ideas for assessment interventions and letter writing for future clients.

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## WORKSHOP ABSTRACT

### USING THE THURSTON CRADOCK TEST OF SHAME (TCTS) IN THERAPEUTIC ASSESSMENT: FROM ADMINISTRATION THROUGH ASSESSMENT INTERVENTION SESSION

JULIE CRADOCK-O'LEARY

DECEMBER 6 • 10AM-2PM CST

The Thurston Cradock Test of Shame (TCTS; 2009) has been increasingly used in Therapeutic Assessment (TA) in the U.S. and abroad. Given the pervasive nature of shame, and TA's interest in understanding the root of a client's problems in living, it is an essential measure to have in an assessor's repertoire.

Shame is a profound sense of inadequacy, and a belief that your core self is fundamentally bad. While common, shame is often a hidden phenomenon, as most people don't wish to share that which mortifies them. This makes an assessor's job more difficult. Helen Block Lewis (1987) called it the "sleeper in psychopathology." Shame underlies many relationship difficulties and is often hidden within the very symptoms (e.g., depression, angry outbursts, substance abuse) that lead to therapy and psychological assessment. It is imperative that clinicians improve their ability to discover, understand and treat shame dynamics lest a key element of a client's experience be missed. By uncovering the shame dynamics that might drive a client's problems in living, clinicians can effect change at a much deeper level.

This introductory workshop will teach the Thurston Cradock Test of Shame (TCTS; 2009), a card-based storytelling measure deeply rooted in shame theory and designed to access the multidimensional internal, interpersonal and behavioral aspects of shame. Actual TCTS protocols will be used to provide a brief primer on the topic. Examples of overt and subtle expressions of shame will be provided. Common shame triggers or phenomena (e.g., achievement, body image, sexuality, being different in some way), key defenses (Deflation, Aggression, Inflation/Contempt), and varying abilities to manage or resolve shame will be highlighted. Cultural differences in experiencing and effectively addressing shame will be illustrated via recent TCTS protocols from Japan and Italy.

Workshop participants will learn the fundamentals of administering, scoring and interpreting TCTS protocols via didactic instruction, small group exercises, and large group discussion. Special attention will be given to the use of the TCTS in Therapeutic Assessment, as it has been found to be useful in TA cases with children, adolescents, adults, and families. For example, the TCTS has frequently uncovered shame and related issues that were previously unknown to the assessor and client, and sometimes not apparent in other psychological testing results. Workshop participants will learn how the TCTS can be used to compliment other psychological measures to address the client's Assessment Questions. Finally, examples of using the TCTS in Assessment Intervention Sessions will be provided.

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