



Therapeutic
Assessment
Institute



Virtual 3rd International Collaborative/Therapeutic Assessment Conference

September 24, 2021

October 1, 2021

October 8, 2021

TherapeuticAssessment.com

Welcome to the 3rd International Collaborative/Therapeutic Assessment Conference

On behalf of the Board of Directors of the Therapeutic Assessment Institute (TAI) and the conference planning committee, we would like to welcome you all to the 3rd International Collaborative/Therapeutic Assessment Conference! While this third CTAC is being held virtually amidst the ever-changing COVID-19 pandemic, we are thrilled with the amazing program of workshops, plenary speakers, and scientific sessions. We are also grateful for all of our presenters who submitted for the 2020 conference (which unfortunately had to be cancelled amidst the uncertainty of the pandemic last summer) and who are nonetheless with us this year to present their work in Collaborative/Therapeutic Assessment. Because of the virtual format and participation of both presenters and attendees from around the world, we have divided the conference workshops and scientific sessions into multiple days over four months. Five excellent workshops are on offer, beginning September 16th and ending December 6th. Check the Training tab at www.therapeuticassessment.com for complete details and links for registration. The scientific sessions occur on three consecutive Fridays—September 24th, October 1st, and October 8th—in four-hour blocks (9AM–1PM US Central Standard Time), and include concurrent sessions that bookend a plenary session each day. The plenary sessions are sure to be highly engaging and of broad interest. We will miss the community-building aspects of an in-person event but nonetheless expect to inspire each other and build our global Collaborative/Therapeutic Assessment community. Please feel free to reach out to presenters via email and to connect with each other via Zoom chat as the conference events occur.

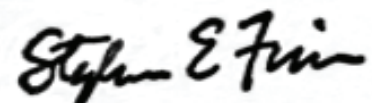
We want to congratulate the two recipients of the Constance T. Fischer Scholarship, Camila Aylén Rojas and Kim Rust, who are featured in the conference program. We also want to thank the conference planning committee members for all their hard work: Pamela Schaber (Co-Chair), J.D. Smith (Co-Chair), Stephen Finn, Katherine Thomas, and Hale Martin. Last, we greatly appreciate the support of our conference co-sponsors, the Society for Personality Assessment, the Colorado Assessment Society, the University of Denver. We would also like to thank the Society for Personality Assessment (Monica Tune, Nathan Victoria, and Cristina Gonzalez, specifically!) for their tremendous help with the conference program, continuing education credits, and advertising support, as well as our talented translators who allowed us to make some or all of the presentations available in Spanish (Augustina Magalf Sueldo with D&S Interpreting), Italian (Julia Dawson), and Japanese (Tomoko Miwa). Most importantly, a heartfelt thank you to each of you for being a part of this vibrant community interested in C/TA. We look forward to the conference and to the time when we can all meet and be together again!



Pamela Schaber, Ph.D.
Conference Co-Chair



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



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

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 Friday, September 24, Friday, October 1, and Friday, October 8, 2021 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 September 1, 2021, minus a \$75 administrative fee per individual registrant. No refunds will be granted after September 1, 2021.

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

To ensure you get the most out of your Convention 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 day of each workshop. For instance, if you signed up for a full-day workshop, you will receive two links for your workshop—one link specific to each day.

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 Friday. Each link will designate which presentations will be hosted on that link.

For translation services: You will have an option when translation is available to join the appropriate breakout room to hear the presentations in your preferred language. Not all sessions will be translated. We will identify which presentations have options.

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 You Tube 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.

Plenary Speakers



Stephen E. Finn, Ph.D., founder of the Center for Therapeutic Assessment, is a licensed clinical psychologist in practice in Austin, Texas, USA, a Clinical Associate Professor of Psychology at the University of Texas at Austin, Senior Researcher and Director of Training at the European Center for Therapeutic Assessment at Catholic University of Milan, Italy, and Director of Training at the Asian-Pacific Center for Therapeutic Assessment in Tokyo, Japan. He has published 90+ articles and chapters on psychological assessment, psychotherapy, and other topics in clinical psychology, and is the author of *In Our Clients' Shoes: Theory and Techniques of Therapeutic Assessment* (Erlbaum, 2007) and *A Manual for Using the MMPI-2 as a Therapeutic Intervention* (1996, University of Minnesota Press). Dr. Finn also co-edited, with Constance Fischer and Leonard Handler, *Collaborative/Therapeutic Assessment: A Casebook and Guide* (Wiley,

2012). In 2011 Dr. Finn was awarded the Bruno Klopfer Award from the Society of Personality Assessment for distinguished lifetime contributions to the field of personality assessment. In August 2017 he received the award for Distinguished Contributions to Assessment Psychology from Section IX (Assessment) of the Society for Clinical Psychology (Division 12 of the American Psychological Association). In 2018 he received the Carl Rogers Award for an outstanding contribution to theory and practice of humanistic psychology from the Society for Humanistic Psychology (Division 32 of the American Psychological Association).



Pamela Schaber, Ph.D., is a psychologist from Austin, TX in private practice affiliated with the Center for Therapeutic Assessment. She is a founding member of the Therapeutic Assessment Institute. As part of her duties for the TAI, she trains and supervises other psychologists in the skills and method of TA. She also serves on the executive committee for the TAI and is an associate editor for the *TA Connection*. Dr. Schaber is certified in all forms of TA (child, adolescent, adult, and couples).

Plenary Speakers



Raja M. David is the founder and owner of the Minnesota Center for Collaborative/Therapeutic Assessment, which was established in 2019, and he has conducted Therapeutic Assessments at his private practice since 2012. He received his Doctorate in Psychology (PsyD) at the Minnesota School of Professional Psychology in 2002, and is board certified in Child and Adolescent Clinical Psychology (ABPP). He participated in intensive training on Therapeutic Assessment with the model's creator Dr. Stephen Finn in Austin, Texas. In 2015, he earned certification in the adult model of Therapeutic Assessment by the Therapeutic Assessment Institute (TAI).

Raja is the former Program Dean of the Minnesota School of Professional Psychology, and as a faculty member he taught doctoral courses related to providing psychological services, including a course on Therapeutic Assessment. In 2019, he recorded two podcasts on Therapeutic Assessment for the Testing Psychologist Podcast (www.thetestingpsychologist.com). In 2020, he authored a chapter on conducting the initial TA session for the Oxford Handbook of Personality and Psychopathology Assessment, 2nd Ed. (in press; J. Mihura Editor). He is a co-author for the forthcoming, *Therapeutic Assessment with Adults: Using Psychological Testing as a Short-Term Intervention* (Routledge) and *Virtual Delivery of Therapeutic Assessment: An Empirical Case Study*, *Journal of Personality Assessment* (2021). Raja has also presented at professional conferences on Therapeutic Assessment and was a plenary speaker at the 2015 Inaugural Collaborative/Therapeutic Assessment Conference, and in 2020 conducted a Level 2 Live TA Training with Drs. Pamela Schaber and Stephen Finn of the TAI.



Dr. Thomas has a private practice, affiliated with the Center for Therapeutic Assessment in Austin, TX, where she practices therapy and Therapeutic Assessment with adolescents, adults, and couples in Austin, TX. She has written/co-authored over forty peer-reviewed articles and chapters and focuses her research on assessment, interpersonal contexts, personality structure, and personality dynamics.

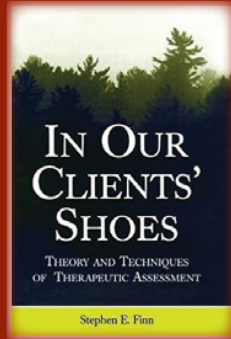
She trained and studied at the Center for Therapeutic Assessment with Dr. Pamela Schaber (post-doctoral fellowship), Michigan State University with Dr. Chris Hopwood (Ph.D.), the San Francisco VA Health Care System (doctoral internship), and Emory University with Dr. Marshall Duke and Dr. Drew Westen (B.A.).

Plenary Speakers



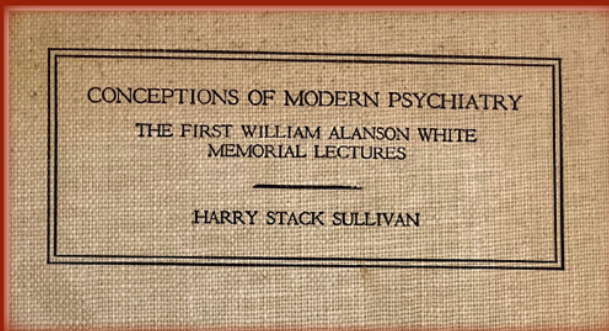
Gregory J. Meyer, Ph.D., is a Professor of Psychology at the University of Toledo, where he has been since 2003. Before this, he was at the University of Alaska Anchorage and the University of Chicago Medical Center, where he was the director of the inpatient and outpatient Psychological Assessment Service. He was the Editor of the *Journal of Personality Assessment* from 2002 to 2013. His research focuses on psychological assessment, with an emphasis on the integration of personality assessment methods. Much of his work has addressed performance-based measures of psychological processes, most notably with the Rorschach. With more than 90 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 recognized him with Distinguished Contribution Awards for articles in the published literature. He also received the Award for Distinguished Contributions to Assessment Psychology by the Assessment Section of Clinical Psychology (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. In addition to co-authoring the manual for the Rorschach Performance Assessment System, he co-edited a casebook entitled *Using the Rorschach Performance Assessment System (R-PAS)*.



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Constance T. Fischer

Scholarship Recipient

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 3rd 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 Kim Rust and Camila Rios.



Kim earned her Ph.D. in Clinical Psychology from Fielding Graduate University in July of 2021 and is currently a post-doctoral resident in private practice in Florida. Kim is also a Licensed Clinical Social Worker (LCSW) in the state of Florida since 2010. Kim's research interests include play therapy, multi-informant agreement in assessment, and the impact of COVID-19 on individuals with a low tolerance for uncertainty. Kim believes that change happens when people are given the support they need to draw on their own strengths and realize their potential to live fulfilling, happy lives. Kim approaches both therapy and assessment as healing processes, helping to answer deep-seated questions that individuals have about themselves or their child. With a passion for supporting neurodiversity, Kim provides an environment

of compassion and support to help individuals and families overcome obstacles to move forward and thrive. In her free time, Kim enjoys hiking and playing in the ocean with her family, as well as reading supernatural fiction.



Lic. Camila Rojas is a licensed psychologist in Buenos Aires, Argentina. She was graduated at Universidad Abierta Interamericana and currently a student at the International Program in Collaborative/Therapeutic Assessment (UAI, TAI and UCSCM). She is an Assistant Professor of Integrative Psychological Assessment at UAI where she teaches about Collaborative Assessment to undergraduates. She is also a member of the University Center for Collaborative and Therapeutic Assessment where therapeutic assistance is provided to people having different problems in life. She is an Assistant Researcher at "Argentina's adaptation and validation of the Assessment Questionnaire (AQ-2)".

Camila Rojas es psicóloga licenciada en Buenos Aires, Argentina. Se graduó en la Universidad Abierta Interamericana y actualmente es estudiante del Programa Internacional de Evaluación Colaborativa / Terapéutica (UAI, TAI y UCSCM). Es profesora asistente de Evaluación Psicológica Integrativa en la UAI, donde imparte clases de Evaluación Colaborativa a estudiantes de pregrado. También es miembro del Centro Universitario de Evaluación Colaborativa y Terapéutica donde se brinda asistencia terapéutica a personas que tienen diferentes problemas en la vida. Es Investigadora Auxiliar de "Adaptación y validación en Argentina del Cuestionario de Evaluación (AQ-2)".

September 24, 2021

Session 1 | 9:00am - 10:20am CST

CE Credit

SYMPOSIUM

Integrating Pastoral Vocation and Psychological Growth in Clients: How the TA Approach Guided the Collaboration with a Catholic Seminary

Francesca Fantini, Ph.D.

Donna Kelley, Psy.D.

Filippo Aschieri, Psy.D.

Cristina Augello, Psy.D.

Camillo Caputo, Psy.D.

Cristina Corvi, Psy.D.

Erica Dell'Acqua, Psy.D.

CASE PRESENTATION

Integrating Racialized and Gendered Experiences in the Psychological Assessment of Children of Color: A Case Study

Alea Holman, Ph.D.

Am I Going to be More Confident when I Become a Real Man?

Phillipe Vieira, Ph.D.

PAPER PRESENTATION

Critical Moments: Capitalizing on Therapeutic Opportunities During Collaborative Assessment

Diane Santas, Ph.D.

Sharon Witkin, Ph.D.

Session 2 | 10:30am - 11:30am CST

PLENARY

The Therapeutic Assessment of Madeline G

Steve Finn, Ph.D.

Greg Meyer, Ph.D.

CE Credit

Session 3 | 11:40am - 1:00pm CST

SYMPOSIUM

CE Credit

“I Don’t Want to Talk About It. They Went Inside.” From Swallowing to Savoring Emotions through Collaborative/Therapeutic Assessment

Julie Cradock O’Leary, Ph.D.

Hale Martin, Ph.d.

Cassandra Parrish, M.A.

Edward Jenny, Psy.D.

Alesandro Crisi, Psy.D.

Donna Kelley, Psy.D.

PAPER PRESENTATION

Some Thoughts About an Unsuccessful Feedback Session of Test Results

Dana Castro, Ph.D.

Learning Psychological Assessment Through Team-Based TA

Benjamin Berry, M.A.

Abigail E. Dempsey, M.A.

Hannah Herc, M.A.

Greg Meyer, Ph.D.

ROUNDTABLE PRESENTATION

Implementing TA in Various Settings: Lessons Learned from Those on the Front Line

Raja David, Psy.D.

Pamela Schaber, Ph.D.

Alison Wilkinson-Smith, Ph.D.

Lindsey Hogan, Ph.D.

Casey O’Neal, Ph.D.

Jessica Lipkind, Psy.D.

October 1, 2021

Session 1 | 9:00am - 10:20am CST

SYMPOSIUM

CE Credit

A Window Into Hikikomori, an Increasingly Global Syndrome of Shutting Out Society

Julie Cradock O'Leary, Ph.D.

Carolyn Black, M.A.

Tomoko Miwa, M.A.

Mitsugu Murakami, M.A.

CASE PRESENTATION

Old Test, New Discovery: Using the Uchida-Kraepelin arithmetic test in TA

Noriko Nakamura, Ph.D.

Multi-Rater, Multi-Modal, Attachment-based Approach to Caregiver-Child Relationships in Assessment

Tracy Vozar, Ph.D.

Lauren Gross, M.A.

PAPER PRESENTATION

What Appeals to Japanese Repeaters about the TA Workshop

Naoko Ogura, M.A.

Yasuko Nishida, B.A.

Masamichi Noda, B.A.

Noriko Nakamura, Ph.D.

Sachiyo Mizuno, M.A.

Collaborative Assessment with Children Affected by Trauma: An Exploration of Caregivers Experience of Psychological Assessment

Serena Messina, Ph.D.

Ankita Krishnan, Ph.D.

Kelsey Ragan, Ph.D.

Julia Hoke, Ph.D.

Session 2 | 10:30am - 11:30am CST

PLENARY

Virtual Assessment of TA

Raja David, Ph.D.

Pamela Schaber, Ph.D.

CE Credit

Session 3 | 11:40am - 1:00pm CST

SYMPOSIUM

Using the Wartegg Test with Unaccompanied Immigrant Minors

Carlo Vetere, Psy.D.

Alessandro Crisi, Ph.D.

Raffaele Zabotto, Psy.D.

Ludovica Volpato, Psy.D.

CE Credit

SYMPOSIUM

“Ghosts in the graveyard! Run, run, run!”: Discovering the Hiding Places of Defenses by Using the TCTS with Children and Adolescents

Julie Cradock O’Leary, Ph.D.

Melinda Kulish, Ph.D.

Diane Santas, Ph.D.

Tara McKelvy-Parker, Ph.D.

CE Credit

PAPER PRESENTATION

Coming Apart at the Seams: A Case of Rupture and Restoration

Sarvenaz Sepehri, Psy.D.

The Pfister Colored Pyramid Test and its Use in Collaborative/Therapeutic Assessment.

Ruam Pedro Francisco de Assis Pimental, M.A.

Anna Elisa de Villemor-Amaral, Ph.D.

October 8, 2021

Session 1 | 9:00am - 10:20am CST

SYMPOSIUM

CE Credit

Picture Frustration Study: A New Way to Use an Old Test

Carlo Vetere, Psy.D.

Elena Pelizzato, M.A.

Emanuella Brusadelli, Psy.D.

Filippo Aschieri, Ph.D.

PAPER PRESENTATION

Single Session Collaborative/Therapeutic Assessment with Adolescent and Family in Juvenile Support Center of a Prefectural Police

Tadayuki Hashimoto, M.A.

Collaborative/Therapeutic Assessment with Borderline Personality Disorder: Lessons from Young Adults in the Therapeutic Hospital

Lindsey Hogan, Ph.D.

CE Credit

SYMPOSIUM

Building Client Insight and Understanding: Case Examples of the Incremental Validity of Wartegg Within a Therapeutic Assessment Battery

Jacob Palm, Ph.D.

Hale Martin Ph.D.

Raja David, Psy.D.

Session 2 | 10:30am - 11:30am CST

PLENARY

CE Credit

“So That’s How I Tick!” Engaging Clients in Self-Discovery via Idiographic Ratings

Kate Thomas, Ph.D.

Steve Finn, Ph.D.

Session 3 | 11:40am - 1:00pm CST

ROUNDTABLE PRESENTATION

How Many Psychologists Does it Take to Make one? Supervising TA in a Community Mental Health Setting

Sarah Bharier, Psy.D.

Sarvenaz Sepehri, Psy.D.

Diane Santas, Ph.D.

Pamela Schaber, Ph.D.

PAPER PRESENTATION

Therapeutic Assessment of Gender Diverse Adolescents with Complex Mental Health Needs

Alison Wilkinson-Smith, Ph.D.

Alexis Clyde, Ph.D.

How about Therapeutic Assessment in Organizational Settings?

Dana Castro, Ph.D.

SYMPOSIUM

CE Credit

The Use of Feedback Letters in Early Graduate Coursework

Hadas Pade, Psy.D.

Hale Martin, Ph.D.

Jamareea Lewis, M.A.

Amir Tavari, M.A.

Lilly Bigalke, M.A.



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Workshops

50 WAYS TO DO AN ASSESSMENT INTERVENTION SESSION!

SEPTEMBER 16 & 17 | 9AM - 1PM CST

Hilde De Saeger

Inge Van Laer

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, students, 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

OCTOBER 2 & 9 | 9AM - 1PM CST

Stephen Finn

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.

MILLION THEORY AND INSTRUMENTS IN COLLABORATIVE AND THERAPEUTIC ASSESSMENT

OCTOBER 15 | 9AM - 1PM CST

Seth Grossman

Blaise Amendolace

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 orientational 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.

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

NOVEMBER 5 & 6 | 10AM - 2PM CST

Caroline Lee

Melissa Lehmann

Carol George

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.

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

DECEMBER 6 | 10AM - 2 PM CST

Julie Craddock-O'Leary

The Thurston Craddock 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.

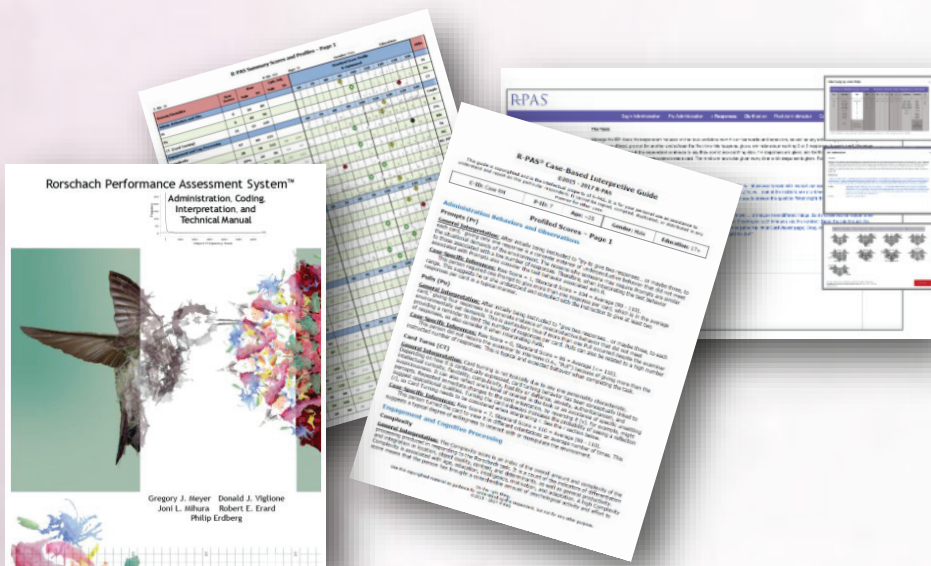
This introductory workshop will teach the Thurston Cradock Test of Shame (TCTS; 2009), a card-based storytelling measure deeply rooted in shame theory and designed to access the multidimensional internal, interpersonal and behavioral aspects of shame. Actual TCTS protocols will be used to provide a brief 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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Index

Amendolace, Blaise	18	Lehmann, Melissa	19
Aschieri, Filippo	10, 14	Lewis, Jamareea	15
Augello, Cristina	10	Lipkind, Jessica	11
Berry, Benjamin	11	Martin, Hale	11, 14, 14
Bharier, Sarah	15	McKelvy-Parker, Tara	13
Bigalke, Lilly	15	Messina, Serena	12
Black, Carolyn	12	Meyer, Greg	6, 10, 11
Brusadelli, Emanuella	14	Miwa, Tomoko	12
Caputo, Camillo	10	Mizuno, Sachiyo	12
Castro, Dana	11, 15	Murakami, Mitsugu	12
Clyde, Alexis	15	Nakamura, Noriko	12
Corvi, Cristina	10	Nishida, Yasuko	12
Cradock O'Leary, Julie	11, 12, 13, 19	Noda, Masamichi	12
Crisi, Alesandro	11, 13	O'Neal, Casey	11
David, Raja	6, 11, 13, 14	Ogura, Naoko	12
de Assis Pimental, Ruam Pedro Francisco	13	Pade, Hadas	15
de Saeger, Hilde	17	Palm, Jacob	14
de Villemor-Amaral, Anna Elisa	13	Parrish, Cassandra	11
Dell'Acqua, Erica	10	Pelizzato, Elena	14
Dempsey, Abigail E.	11	Ragan, Kelsey	12
Fantini, Francesca	10	Rojas, Camila	9
Finn, Steve	5, 10, 14, 17	Rust, Kim	9
George, Carol	19	Santas, Diane	10, 13, 15
Gross, Lauren	12	Schaber, Pamela	5, 11, 13, 15
Grossman, Seth	18	Sepehri, Sarvenaz	13, 15
Hashimoto, Tadayuki	14	Tavari, Amir	15
Herc, Hannah	11	Thomas, Kate	6, 14
Hogan, Lindsey	11, 14	Van Laer, Inge	17
Hoke, Julia	12	Vetere, Carlo	13, 14
Holman, Alea	10	Vieira, Phillipe	10
Jenny, Edward	11	Volpato, Ludovica	13
Kelley, Donna	10, 11	Vozar, Tracy	12
Krishnan, Ankita	12	Wilkinson-Smith, Alison	11, 15
Kulish, Melinda	13	Witkin, Sharon	10
Lee, Caroline	19	Zabotto, Raffaele	13