

The Fourteenth Annual Conference on
Contemporary Applications of Psychological Testing

**STATE OF THE ART IN CLINICAL,
NEUROPSYCHOLOGICAL,
AND FORENSIC ASSESSMENT**

*Including Workshop Introducing
the New Rorschach Performance Assessment System (R-PAS)*

Speakers

Philip Erdberg, PhD, Gregory Meyer, PhD, Thomas Guilmette, PhD,
William Stone, PhD, Lorraine Wolf, PhD, Robert Kinscherff, PhD, JD,
Lynda Field, PhD, Xiaolu Hsi, PhD, and David Medoff, PhD

October 20–22, 2011
University of Massachusetts Boston Ryan Lounge

20 Continuing Education credits available!

Presented by

The Department of Psychology, Massachusetts Mental Health Center Academic Division of Public
Psychiatry of the Department of Psychiatry of the Beth Israel Deaconess Medical Center

The University of Massachusetts, Boston Department of Psychology

The Massachusetts Psychological Association

Course Directors

Stephen H. Behnke, JD, PhD, Philip Erdberg, PhD, ABPP,
William Stone, PhD, ABPP, and June G. Wolf, PhD, ABPP

PROGRAM

Thursday, October 20, 2011

**Introducing the Rorschach Performance Assessment System (R-PAS)
Gregory J. Meyer, PhD and Philip Erdberg, PhD**

Course Description

This one-day workshop presents a practical introduction to the clinical use of the Rorschach Performance Assessment System (R-PAS). This approach views the Rorschach as a task that provides a sample of behavior, allowing personality inferences based on performance rather than self-description. With this as a conceptual foundation, R-PAS emphasizes how the specific behaviors and psychological processes coded in each response are logically, conceptually, and empirically linked to real-world behavior or personality characteristics.

The workshop begins with a discussion of how R-PAS deals with longstanding Rorschach issues such as response variability, normative anchors, and score validity. We then describe our approach to administration, coding, and presenting structural findings. In the afternoon we illustrate the practical features of R-PAS by applying the system to a clinical case. Throughout we provide time for questions, comments, and discussion.

Learning Objectives

Participants in this workshop will:

- (1) understand the basic empirical and conceptual foundation for variables in the R-PAS,
- (2) recognize the value of “performance assessment” as a foundation for clinical interpretation,
- (3) understand why new normative reference standards should improve clinical inferences,
- (4) learn how to implement standardized administration procedures that optimize the length of Rorschach protocols,
- (5) become familiar with the basic components of the R-PAS, and
- (6) see how to apply R-PAS interpretive procedures and guidelines to a case.

Schedule

8:00–8:30	Registration
8:30–5:00	Introducing the Rorschach Performance Assessment System (R-PAS)
10:15–10:30	Coffee Break
12:00–1:00	Lunch
2:15–2:30	Break
4:30	Social Hour

Friday, October 21, 2011

Recent Developments (good and bad) in Assessment: The Rorschach, Wikipedia, Forensic Practice, and Ethics

Course Description

This second day of the conference will explore assessment from multiple perspectives. One perspective will be that of combining neuropsychological and personality approaches to assessment. This aspect of the workshop will be based on both research and clinical experience, with a focus on integrating these approaches in a clinically meaningful and productive way. A second perspective will be that of ethics. Recent developments in technology have given rise to ethical challenges in the assessment context. Test security and obsolescence, in the context of Wikipedia and the Internet, are two examples of ethical issues that will be explored by a panel of experts in ethics, psychological testing and assessment. A third perspective will be that of an editor of a major journal of assessment, who will address the current state of psychological assessment from his vantage point in publishing in this area. A final perspective will be that of teaching and training. Students will present master lecturers with testing and assessment questions.

Learning Objectives

Participants in the workshop will:

- (1) Learn about neuroscience and the Rorschach,
- (2) Learn ways of integrating personality and neuropsychological data in an evaluation,
- (3) Recognize novel ethical issues in testing and assessment raised by technology,
- (4) Gain ways to resolve ethical dilemmas that arise in testing and assessment contexts, and
- (5) Recognize key issues for students and trainees in psychological testing and assessment training.

Schedule

8:00–8:30	Registration
8:30–9:15	Neurology of the Rorschach: what we are learning from neuroscience <i>Philip Erdberg, PhD</i>
9:15–10:00	The State of Psychological Assessment: Discussion with Gregory Meyer, PhD, Editor of the Journal of Personality Assessment.
10:30–12:00	Case presentation
12:00–1:00	Lunch (box lunch)
1:00–2:30	Ethics and Assessment in the age of Wikipedia: test security, coaching, and obsolescence <i>Stephen Behnke moderates panel discussion with Phil Erdberg, Greg Meyer, David Medoff, Lynda Field, Robert Kinscherff, and Bill Stone</i>
2:30–3:00	Break
3:00–4:15	Exceeding the Sum of Their Parts: Integrating Personality and Neuropsychological Data into a Coherent Psychodiagnostic Evaluation <i>Philip Erdberg, PhD, William Stone, PhD, & Gregory Meyer, PhD</i>
4:15–5:00	Roundtable/Town Hall Meeting: Students bring testing and assessment questions to conference faculty

Saturday, October 22, 2011

State of the Art in Assessment of Neurodevelopmental Disorders

Course Description

This one-day conference will provide conceptual and practical bases for the assessment of neurodevelopmental disorders. We will focus on adolescents and adults this year, and particularly on salient issues involving the assessment of high school and college students. The first talk, presented by Thomas Guilmette, will cover the broader issue of 'effort' and 'symptom validity' tests, followed by a talk presented by Loraine Wolf on assessment issues in autistic spectrum disorders. The two talks in the afternoon will be presented by Xiaolu Hsi and William Stone. They will emphasize the assessment of neurodevelopmental disorders such as ADHD or learning disabilities, with a focus on two common but difficult assessment problems: the neuropsychological assessment of foreign-born students, and the assessment of high-functioning students who report cognitive difficulties. The afternoon will conclude with a case presentation to a panel of the day's speakers.

Learning Objectives

This course is designed so that participants will be able to better:

- 1) understand the nature, application and interpretation of symptom validity tests;
- 2) identify individuals with several common neurodevelopmental disorders, such as autistic spectrum disorders, ADHD and learning disorders;
- 3) assess neuropsychological functioning in individuals with autistic spectrum disorders;
- 4) assess neurodevelopmental disorders in foreign-born individuals who do not share the culture and/or the language of the individuals used to norm the tests we commonly use;
- 5) assess neurodevelopmental disorders in individuals who can compensate for cognitive problems in many instances; and
- 6) integrate test multiple dimensions of information into a useful formulation and treatment plan.

Schedule

8:00–8:30	Registration
8:30–8:35	Welcome and Overview <i>Bill Stone, PhD</i>
8:35–10:00	Assessment of effort, response bias, and malingering in neurodevelopmental evaluations <i>Thomas Guilmette, PhD</i>
10:00–10:30	Coffee Break
10:30–12:00	Can assessments of autistic spectrum disorders (ASD) in higher education help us move beyond IEPs? <i>Lorraine Wolf, PhD</i>
12:00–1:00	Lunch (box lunch)
1:00–2:00	Assessment of foreign students with neurodevelopmental disorders <i>Bill Stone, PhD and Xiaolu Hsi, PhD</i>
2:00–3:00	Assessment of neurodevelopmental disorders in high-functioning adults <i>Xiaolu Hsi, PhD and Bill Stone, PhD</i>
3:00–3:30	Coffee Break
3:30–4:30	Student case presentation to faculty panel

REGISTRATION FORM

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

I will attend:

____ Thursday, October 20, 2011

____ Friday, October 21, 2011

____ Saturday, October 22, 2011

FEES:*	MPA Members	Non-Members	Trainees
ONE DAY	\$130	\$160	\$50
TWO DAYS	\$210	\$260	\$100
THREE DAYS	\$285	\$335	\$150

* Lunch will be included each day

Please enclose a check payable to Testing Conference. Full payment must accompany application.

Mail this form and check to:

Linda B. Curreri, Assistant Director
Clinical Psychology Ph.D. Program
University of Massachusetts Boston
100 Morrissey Blvd
Boston, MA 02125

DETAILS

LOCATION

The Conference will be held at the Ryan Lounge of the University of Massachusetts, Boston.

ACCOMMODATIONS

A list of suggested hotels is available from Linda Curreri at Linda.curreri@umb.edu or 617-287-6340.

ACCREDITATION

20 Continuing Education Hours are available for Psychologists. The Massachusetts Psychological Association is approved by the American Psychological Association to offer continuing educations for psychologists. For Thursday, 7 hours are designated. For Friday 6.75 hours are designated. For Saturday 6.5 hours are designated. For all three days, 20 hours are designated.

REFUNDS

Requests for refunds received prior to October 10, 2011 will be honored, minus \$10 administrative fee. No refunds after October 10, 2011.

FACULTY

Stephen H. Behnke, JD, PhD Instructor in Psychology, Department of Psychiatry, Harvard Medical School; Director of Ethics, American Psychological Association; Co-author, *Essentials of Massachusetts Mental Health Law*; and *Essentials of California Mental Health Law*.

Philip Erdberg, PhD, ABPP Assessment and Research Director, Masonic Center for Youth and Families, San Francisco.

Lynda Field, PhD Associate Professor, Department of Psychological Services, Adjunct Professor, Department of Psychology, Suffolk University.

Thomas Guilmette, PhD, ABPP-CN Professor of Psychology, Providence College; Adjunct Associate Professor of Psychiatry and Human Behavior, Division of Biology and Medicine, The Warren Alpert Medical School of Brown University; co-author *Traumatic brain injury: Evaluation and litigation - 2006 edition*, Editorial Board *Psychology Injury and Law*.

Xiaolu Hsi, PhD MIT Medical Clinical Staff; Clinical Instructor in Psychology, Harvard Medical School.

Robert Kinscherff, PhD, JD Instructor in Psychology, Department of Psychiatry, Harvard Medical School; Lecturer in Law, Boston University School of Law; Director, Forensic Track, Massachusetts School of Professional Psychology. David Medoff, PhD David Medoff, Ph.D.: Associate Professor and Director, Graduate Mental Health Counseling Program, Suffolk University; Instructor in Psychology, Harvard Medical School.

David Medoff, Ph.D. Associate Professor at Suffolk University and an Instructor in Psychology at Harvard Medical School. Dr. Medoff is a clinical and forensic psychologist and the former Co-Director of the Children and the Law Program, Law and Psychiatry Service at the Massachusetts General Hospital.

Gregory Meyer, PhD Professor of Psychology, University of Toledo; Editor, *Journal of Personality Assessment*; author of numerous papers on personality assessment.

William S. Stone, PhD, ABPP-CN Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School; Director of Clinical Neuropsychology, Massachusetts Mental Health Center, Past President, Massachusetts Neuropsychological Society.

June G. Wolf, PhD, ABPP Assistant Clinical Professor of Psychology, Department of Psychiatry, Harvard Medical School; Director of Psychology and Psychology Training, Massachusetts Mental Health Center.

Lorraine Wolf, PhD Assistant Clinical Professor of Psychiatry, Boston University School of Medicine; Director of Disability Services, Boston University, co-author *Students with Asperger's Syndrome: A Guide for College Personnel* and *Asperger's Syndrome: A College Guide for Parents and Clinicians*.