2021 SPA CONVENTION & WORKSHOPS

With the SPA Convention going virtual, our workshops are now coming to you! More information about the 15 workshops being offered in 2021 is below. Make sure to bookmark the SPA Virtual Workshops page for updates and information.

MARCH WORKSHOPS

Introduction to Therapeutic Assessment: Using Psychological Testing as Brief Psychotherapy – Workshop A

 Pamela Schafer, PhD   *Filippo Aschieri, PhD*

Full Day (in two sessions)– March 6 & 13, 2021 – 10 am – 2 pm EST

Workshop Description:
Psychological assessment is typically viewed as something one does to diagnosis psychological disorders or to plan for or evaluate an intervention. This workshop presents a new paradigm for the psychological assessor, where psychological testing itself is a powerful intervention for individuals, couples, children and adolescents. Moving beyond the traditional view of assessment as an information-gathering tool, Stephen Finn and colleagues developed and researched Therapeutic Assessment, a collaborative effort between the client and the assessor with the goal being therapeutic change. Two meta-analyses published in 2010 and 2011 showed that simply providing clients feedback is as effective as many longer psychotherapies. In this introductory workshop, two certified members of the Therapeutic Assessment Institute will explain current thinking of how Therapeutic Assessment works and will present the different steps for how to conduct this method in practice. In addition to the presentation of didactic material and discussion, Drs. Aschieri and Schaber will show video vignettes from their sessions with clients to demonstrate the power and impact of the TA model. The workshop assumes some familiarity with standard psychological assessment instruments such as the WAIS-IV, the MMPI-2/MMPI-2 RF, the Rorschach, and the TAT or the AAP.

Learning Objectives:
1. Describe clinical use of the CWS, including the clinical populations the measure is appropriate for, as well as the incremental validity/benefits of use in clinical practice
2. Describe statistical foundations of the CWS, including interrater and test-retest reliability, and validity data
3. List the steps required for proper administration of the WDCT according to the CWS
4. Identify basic differences in clinical protocols based upon diagnostic categories.

Skill Level:
This is an introductory workshop designed for all assessors willing to use Therapeutic Assessment techniques.

Assessment Supervision within a Multicultural Context: Fostering thinking space for supervisees and supervisors – Workshop B

Christy Hobza, PsyD

Leighko Toyoshima Yap, PsyD

Kinshasa Bennett, PhD

Full Day – March 10, 2021 – 11 am – 7 pm EST

Workshop Description:
Maintaining a positive and trusting relationship is important when providing assessment supervision; however, sometimes we miss each other due to cultural difference, resulting in interpersonal sticking points. Personality assessment and assessment supervision are colored by our own culture and recognizing that "color" takes a thinking space and intentional effort. If one has a thinking space to process the supervision experience, one can identify when an interpersonal sticking point has to do with culture. We call these conversations a with cultural context: multiculturally informed communication. Supervisors are tasked with being aware of cultural contexts to promote growth within the client and supervisee using multiculturally informed communication. This is no small task when also working to ensure that tests are administered accurately, and reports are true to the data and grammatically correct.

To support creating a space to accomplish this task, this workshop will focus on assessment supervisor-supervisee relationships and how supervisors can facilitate the development of thinking space to promote multiculturally informed communication between supervisee and supervisor and supervisee and client. The workshop will discuss how to integrate the 2017 APA Multicultural Guidelines into assessment supervision. It will include lecture, case presentations, and interactive discussions as we explore challenging and successful situations when providing assessment supervision.

Learning Objectives:
1. Attendees will be able to explain goals of supervision and how multiculturalism fits into these goals.
2. Attendees will understand how multiculturalism fits into different supervision approaches based on supervisees professional developmental level.
3. Attendees will explore ethical issues related to supervision.

Skill Level:
This workshop is designed for licensed supervisors of all levels.

Personality Assessment Consultation Opportunities with the Federal Aviation Administration: An Orientation to FAA Practices and Standards – Workshop C

Chris Front, Psy.D., ABAP

Half Day, March 15, 2021 – 1pm – 5 pm EST

Workshop Description:

Personality assessment is an essential element in pre-employment and fitness for duty evaluations for a variety of public safety-sensitive positions. Many psychologists specializing in personality assessment have developed consultation relationships with police and other public safety agencies. Fewer have become consultants for the FAA, which relies on psychologists skilled in personality assessment to conduct thorough evaluations of pilots and air traffic controllers. The FAA is actively recruiting psychologists who are skilled in personality assessment to join its team of consultants. This workshop is designed to prepare such psychologists primarily to perform pre-employment evaluations of FAA Air Traffic Control Specialist (ATCS) applicants, with a secondary focus on the evaluation of pilots under FAA medical standards. The workshop will begin with a brief review of the legal and ethical issues involved in conducting pre-employment and fitness for duty evaluations. An orientation to the unique psychological demands inherent in the aviation environment and the standards necessary for aviation safety will follow. The main focus of the workshop will be on the special considerations required for pre-employment evaluations conducted with ATCS applicants and fitness for duty evaluation of pilots, including published and unpublished normative test score patterns for those populations, the safety relevance of subclinical conditions, issues specific to the assessment of military veterans, and the differences between DSM-5 diagnoses and FAA regulatory standards. A discussion of test data, psychosocial history, clinical interview, MSE, and collateral information to guide and support decisions will follow. Case examples will be provided to illustrate assessment practices and FAA standards.

Learning Objectives:

1. Describe the unique psychological demands of working in the aviation environment.
2. Describe the most salient ethical and legal issues in conducting pre-employment and fitness for duty evaluations for public safety-sensitive positions.
3. Utilize normative score patterns (e.g., MMPI-2 means and S.D.s for pilots and Air Traffic Control Specialist Applicants) when conducting test interpretation.
4. Discuss the differences between DSM-5 diagnoses and FAA regulatory standards.
5. Explain the safety relevance of subclinical conditions in the aviation work environment.

Skill Level:

Participants with advanced skills in personality assessment will benefit most from this workshop.

APRIL WORKSHOPS

The Rorschach Performance Assessment System: Overview and Case Illustration – Workshop D

Gregory J. Meyer, PhD   *Giselle Pianowski, PhD*

Full day (in two sessions) – March 31 & April 1, 2021 – 1 pm – 5pm – EST

Workshop Description:
This workshop is for people with prior experience using the Rorschach and it introduces the second edition of the Rorschach Performance Assessment System (R-PAS). R-PAS grounds Rorschach use both on strong empirical support and on an appreciation of the task as providing an in vivo sample of perceptual and verbal problem-solving behavior obtained in a standardized context. The latter allows for personality inferences to be based on observed performance rather than self-description, which in turn allows valid scores to provide relevant information that complements and increments over self-report. R-PAS emphasizes scores where there is a clear link between the psychological processes associated with the perceptions and behaviors coded in the microcosm of the task and inferences about parallel psychological processes associated with the perceptions and behaviors that make up personality characteristics expressed in everyday behavior. We start the workshop by briefly describing the scientific rationale and procedures for R-PAS. We then address administration, the scoring and calculation of variables, normative referencing, a standardized format to present the results, and interpretive inferences. As time allows, we also briefly describe the large array of free training resources that are available to R-PAS account holders. We illustrate the practical features of R-PAS by applying the system to a clinical case. Although, the workshop is largely didactic, we provide time for questions, comments, and discussion with those in attendance. This workshop is focused on using R-PAS and should be helpful for practitioners, instructors, and researchers. Attendees should have some familiarity with Rorschach-based assessment and should read the first three chapters of the first or second edition of the R-PAS manual before attending the training (Meyer, Viglione, Mihura, Erard, & Erdberg, 2011, 2020).

Learning Objectives:
1. Summarize the value of "performance assessment" as a foundation for clinical interpretation.
2. Explain basic steps in calculating normed scores from raw scores.
3. Implement standardized administration to optimize the length of Rorschach protocols
4. Describe how to score R-PAS variables
5. Recognize potentially problematic psychological characteristics when scanning the R-PAS Profile Pages

Skills Level:
Intermediate; we assume familiarity with Rorschach-based assessment and the first three chapters of the R-PAS manual.

The SPECTRA: Clinical Applications and Utility – Workshop E

Mark Blais, PsyD

Half Day – April 7, 2021 – 1pm – 5pm EST

Workshop Description:
The purpose of this workshop is to introduce clinicians to the clinical application and utility of the SPECTRA, a recently developed self-report inventory for adults. Inspired by the hierarchical dimensional model of psychopathology and multivariate research, the SPECTRA (Blais & Sinclair, 2018) is a broadband, self-report inventory that measures Psychopathology, Cognitive Complaints, Psychosocial Functioning, and Suicidal Ideation. The SPECTRA's 96-items generate 15 non-overlapping scales (12 clinical scales, 3 supplemental scales) and a validity index. The 12 clinical scales were selected based on their clinical importance and strong empirical association to the primary dimensions of psychopathology; Internalizing, Externalizing, and Reality Impairing and the global psychopathology factor (p-Factor). The presence of a superordinate psychopathology p-Factor is perhaps the most important insight produced by multivariate psychopathology research. Findings from genetics, neuroscience, and psychiatric epidemiology suggests the p-Factor may be a psychometric representation of overall brain integrity and neurocognitive efficiency. The SPECTRA is the only assessment inventory specifically designed to measure the p-Factor. The SPECTRA's General Psychopathology Index captures the aggregate influence of all psychiatric symptoms and their associated neurobiological processes, providing clinicians important information regarding illness complexity, persistence, cognitive dysfunction, functional impairment and treatment response. This workshop will briefly review the empirical foundation of Quantitative models of psychopathology. The SPECTRA's development process, psychometric properties, and validity data. But the primary focus will be on clinical application and utility of the SPECTRA and its hierarchical approach to interpreting and integrating assessment data. Additional features of the SPECTRA, validity indicators and the supplemental scales, Cognitive Complaints, Psychosocial Functioning and Suicidal Ideation, will also be discussed.

Learning Objectives:
1. Review the empirical foundation of Quantitative Models of psychopathology.
2. Describe the SPECTRA development and validation process
3. Illustrate the clinical application and utility of the SPECTRA.
4. Demonstrate a comprehensive strategy for interpreting and integrating SPECTRA data.

Skill Level:
This is an introductory workshop, open to all skill levels.

Introduction to the MMPI-3 – Workshop F

Martin Sellbom, PhD

Yossef S. Ben-Porath, PhD

Full Day – April 12, 2021 – 11 am – 7pm EST

Workshop Description:
This workshop introduces the 335-item MMPI-3, the most recent version of the MMPI instruments, to psychologists. Topics include the rationale for, and methods used to develop the instrument, the various materials available to score and interpret the test, understanding the nature of the new normative sample, psychometric functioning of the MMPI-3 scales, and interpretive recommendations. Attendees will have an opportunity t practice the recommended strategy for MMPI-3 interpretation with clinical case examples. Case illustrations will be derived from a variety of settings.

Learning Objectives:
1. Assess the rationale for the methods used to develop the 52 MMPI-3 Scales.
2. Describe the 52 scales of the MMPI-3.
3. Use the MMPI-3 materials and documentation.
4. Become familiar with psychometric findings available to guide MMPI-3 interpretation.
5. Become familiar with the MMPI-3 interpretative framework.

Skill Level:
Beginners Level. Background in psychometrics and personality assessment helpful

Introduction to the MACI-II – Workshop G

Robert Tringone, PhD

Katherine Presnell, PhD

Full Day – April 14, 2021 – 11 am – 7 pm EST

Workshop Description:
This workshop introduces the newly revised Millon Adolescent Clinical Inventory, Second Edition (MACI-II). Unlike many other instruments, which were developed for adults and then adapted for adolescents, the MACI-II was specifically created to address the unique concerns, pressures, and situations adolescents face. Anchored in Dr. Theodore Millon's evolutionary theory of personality, this test helps assess personality and psychopathology in adolescents undergoing evaluation or treatment in a variety of mental health settings. This workshop will provide an overview of the MACI-II, including a brief review of Millon's theory, an overview of the changes from the MACI to the MACI-II, the rationale for and methods used to develop the instrument, intended uses of the instrument, the psychometric properties of the MACI-II scales, and interpretive strategies for using the MACI-II with adolescent clients using case examples.

Learning Objectives:
1. Explain the basic concepts of Millon's evolutionary theory and link these to the MACI-II personality pattern scales.
2. Describe the rationale and methods used in the development of the MACI-II as well as the psychometric properties of the three validity and 24 substantive scales.
3. Discuss the features of the MACI-II.
4. Explain how MACI-II scale scores can be used in evaluations for adolescents in clinical settings.
5. Interpret MACI-II results and integrate interpretations with other sources of information.

Skill Level:
Participants should have a basic understanding of psychometrics and some prior knowledge of objective personality assessment.

Starting and Maintaining an Ethical Practice in Forensic Psychology – Workshop H

Nancy Kaser-Boyd, PhD   *Corine deRuiter, PhD*

Half Day, April 21, 2021 – 1pm – 5 pm EST

Workshop Description:
This Workshop will begin with the differentiation between clinical and forensic psychology. The presenters will discuss guidelines for training in forensic psychology, methods of establishing a good reputation in the community, methods for adequate forensic evaluation, writing forensic reports, and pitfalls of expert testimony. They will discuss common methodological mistakes in forming opinions, such as confirmatory bias. Other ethical issues presented will include responding to opposing experts, responding to Board complaints or civil suits, making public statements, and the management of forensic records. Cases will illustrate content. Finally, the presenters will discuss the personal attributes essential to forensic work, such as comfort being attacked and resilience in dealing with difficult human problems.

Learning Objectives:
1. To appreciate the amount of training necessary to practice forensic psychology.
2. To think about the personal qualities necessary to practice forensic psychology.
3. To know the full breadth of data necessary in a forensic evaluation.
4. To become familiar with the ethics of forensic psychology.

Skill Level:
Intermediate skill in clinical psychology, beginning skill in forensic evaluation.

MAY WORKSHOPS

Introduction to Administration and Clinical Use of the Crisi Wartegg System (CWS) – Workshop I

Alessandro Crisi, PsyD

Jacob A. Palm, PhD

Half Day, May 3, 2021 – 1 pm – 5 pm EST

Workshop Description:
This workshop presents a practical introduction to Crisi Wartegg System (CWS), a methodology for the clinical use of the Wartegg Drawing Completion Test (WDCT). The WDCT is a performance-based drawing technique that can be completed in 5-10 minutes by the client and is appropriate for children, adolescents, and adults including individuals with mental disabilities. Once one becomes competent in its use, the test takes 40-45 minutes to administer, score and interpret. A recent meta-analysis attests to its validity in assessing personality and psychopathology, and reliability and validity data of the CWS is commensurate with both self-report (MMPI-2) and performance-based (Rorschach) personality measures. The CWS was also recently recognized as a valid performance-based personality method that can be used for certification in Therapeutic Assessment, given the measure's ease of use, resonance with clients, and non-threatening nature.

Specific topics covered in this workshop include introduction to the history of the WDCT, as well as the development of the CWS. Reliability and validity data will be reviewed, as well as recommended clinical use and incremental validity of this measure. Participants will learn proper standardized administration procedures. Lastly, a variety of clinical cases examples and protocols will be provided to demonstrate both the utility of the measure and its discriminative power between clients with various presenting symptoms or challenges. Prior to exposure to the CWS, participants will have the opportunity to complete the test independently, with time provided for reflection on their experience and initial reactions.

Following completion of this training, clinicians will be able to administer the test to clients, but will require consultation to score and clinically interpret collected protocols.

Learning Objectives:
1. Describe clinical use of the CWS, including the clinical populations the measure is appropriate for, as well as the incremental validity/benefits of use in clinical practice.
2. Describe statistical foundations of the CWS, including interrater and test-retest reliability, and validity data.
3. List the steps required for proper administration of the WDCT according to the CWS.
4. Identify basic differences in clinical protocols based upon diagnostic categories.

Skill Level:
This is an introductory training on the CWS; no previous use of the test is required although thorough grounding in psychological assessment and theory is recommended.

A Resilience and Recovery Focused Model of Psychological Assessment – Workshop J

Rachel Cavallaro, PsyD

Harlan Austin, PhD

Half Day – May 5, 2021 – 1 pm – 5 pm EST

Workshop Description:

Psychological assessment evolved out of the symptom-focused medical model of identifying deficits in individuals in an effort to improve treatment outcomes. Symptom presentation is only one aspect of individual functioning and focuses on deficits rather than capitalizing on strengths which can delay treatment outcomes as highlighted through the lens of positive psychology. Through the use of traditional measures of assessment such as the DISC and VIA character strengths survey, treatment recommendations can be made to increase overall wellbeing rather than improving deficits. This approach works to enhance posttraumatic growth and recovery for those suffering from trauma, addiction, and other mental health disorders. Case examples will also be presented.

Learning Objectives:

1. List various scales and results on traditional measures (Rorschach, PAI, MMPI-2, WAIS-IV) that highlight individual strengths and resilient traits.
2. Plan how to interpret nontraditional measures such as the DISC and VIA character strengths survey in the integrated battery.
3. Describe psychological assessment results in a strength-based resiliency focused manner.

Skill Level:

This workshop will be taught at an intermediate level and previous knowledge related to personality assessment will be assumed.

Applying R-PAS to Children – Workshop K

 Donald Viglione, PhD

 Jessica Lipkind, PsyD

Half Day – May 10 – 1 pm – 5 pm EST

Workshop Description:
This half-day workshop provides information to support applying and interpreting the Rorschach Performance Assessment System (R-PAS) with children. Recent guidelines about administration are addressed, along with psychometric and normative issues. Recent R-PAS research applicable to children is highlighted as a foundation for applying the test to youth. R-PAS interpretive procedures for children, as well as current and future developments are outlined. These principles and techniques will be illustrated with brief clinical vignettes. For this intermediate level workshop we assume attendees have previous experience and training with R-PAS. At the end of this workshop, attendees should be able to apply the test to routine clinical cases.

Learning Objectives:
1. Adapt administration procedures for children.
2. Apply R-PAS research to guide the use of R-PAS with children.
3. Derive normatively-based interpretive inferences for youth.
4. Recognize variables that are closely associated with development and change as children age.
5. Use R-PAS in routine clinical cases with children.

Skill Level:
Attendees should have attended R-PAS training, read the R-PAS Manual, or enjoyed a graduate level course with at least a third of a semester on R-PAS.

Restoring Epistemic Trust through Therapeutic Assessment: Building a Relationship "Superhighway" with Difficult-to-Treat Clients – Workshop L
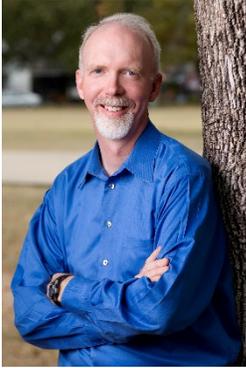
Stephen E Finn, PhD

Jan Kamphuis, PhD

Hilde De Sager, PhD

Full day (in two sessions) – May 17 & 18, 2021 – 10am – 2 pm EST

Workshop Description:

Why do some clients reject new ways of thinking and maintain a high level of distrust with mental health professionals? Two new concepts from evolutionary psychology, Epistemic Trust (ET) and Epistemic Hypervigilance (EH), provide a profitable framework for understanding and intervening with such clients. In this workshop, Drs. Finn, Kamphuis, and De Saeger will present the theory of ET and EH, which asserts that many clients screen out new information from others because in the past this served their survival. The presenters will show video excerpts from actual Therapeutic Assessments to demonstrate how several philosophical and procedural elements of TA specifically foster the lowering of EH and building of ET, allowing clients to revise their internal working models and continue to grow and learn long after an assessment is completed. The presenters will use lecture and experiential exercises to teach many clinically useful concepts, including: Mentalization, Secure Attachment, Developmental Trauma, Shame, Ostensive Cueing, and Scaffolding.

Learning Objectives:

1. Define the concepts of Epistemic Trust (ET) and Epistemic Hypervigilance (EH) and explain their importance to working with difficult clients.
2. Explain the concepts of Mentalization and Secure Attachment and how they are related to ET and EH;
3. List specific behaviors of clinicians that help lower EH and promote ET.
4. Describe the experience of Ostensive Cueing and Scaffolding from both the client and clinician perspectives.
5. Explain how specific techniques and steps of TA lower EH and promote ET.
6. List personal and professional factors of clinicians that contribute to EH and impede ET

Skill Level:

This workshop is open to participants at any skills level

JUNE WORKSHOPS

SCOR(S) Some Knowledge: An Introduction to Scoring and Clinical Applications of the Social Cognition and Object Relations Scale-Global Rating Method (SCORS-G) – Workshop M

 Michelle B. Stein, PhD   *Jenelle Slavin-Mulford, PhD*

Half Day – June 2, 2021 – 1 pm – 5 pm EST

Workshop Description:
There continues to be a growing need in the psychology field to create measures that quantify qualitative data in dynamically rich and meaningful ways. Within the personality assessment and psychotherapy process and outcome empirical literature, the Social Cognition and Object Relations Scale-Global Rating Method (SCORS-G) has become one of the most commonly used clinician-rated measures to code object relational content via narrative material (i.e., TAT, early memory, clinical interviews, and psychotherapy narratives). This INTRODUCTORY workshop will teach participants how to score narratives using this measure and introduce them to innovative approaches for incorporating the SCORS-G into the clinical process. Overall, this will be an interactive seminar and applicable to a wide range of specialties within the field of psychology.

Learning Objectives:
1. Explain the theoretical framework behind the conceptualization and development of the SCORS-G.
2. Rate narratives using the SCORS-G at a beginner level.
3. Apply the eight SCORS-G dimensions to clinical material at a beginner level. This includes integrating the SCORS-G dimensions into the initial intake process.
4. Apply the eight SCORS-G dimensions to clinical material at a beginner level. This includes integrating the SCORS-G into the formal psychological assessment process.

Skill Level:
This is an introductory workshop and is applicable to anyone attending SPA.

Pathology or Preservation? Advancing the Understanding of Personality Adaptations in Trauma Survivors – Workshop N

Jennifer Marie Laney, PsyD

Margo Townley, PsyD

Karissa Spurgeon, PsyD, LMHC

Half Day, June 8, 2021 – 1pm – 5pm EST

Workshop Description:
Personality assessment plays a crucial role in conceptualizing and formulating treatment recommendations for individuals seeking services, especially those with complicated presentations and histories of trauma. The sequelae of complex trauma include affective dysregulation, behavioral dysregulation, and interpersonal disruption with significant impacts across many domains of functioning. In terms of personality testing, there are many common symptom patterns that arise on measures such as the Personality Assessment Inventory (PAI) and the Rorschach that often represent adaptive coping and survival mechanisms for individuals who have experienced trauma, poverty, and marginalization. Such patterns, when removed from context, may be erroneously understood to represent characterological pathology, executive functioning deficits, or serious mental illness. This presentation will demonstrate how to integrate an individual's socio-cultural-political context with data derived from normed personality assessment measures to develop a trauma-informed, strengths-based diagnosis and formulation that honors the adaptive origins of the present maladaptive functioning. Using the Trauma Symptom Inventory, we will analyze the overlap between common trauma symptoms, such as anger, dissociation, and interpersonal dysfunction, and diagnoses including borderline personality disorder, paranoid personality disorder, obsessive-compulsive personality disorder, bipolar disorder, and attention-deficit/hyperactivity disorder. However, the latter diagnoses may overlook the context in which the behaviors developed and occur, the function they serve, and the significance of such variables in the formulation of treatment recommendations. Furthermore, these diagnoses are inherently deficit-oriented, suggesting limitations within the individual, as opposed to appreciating the adaptive nature of the behavior and the potential for improvement in functioning should the barriers be removed. We will address the reasons why the aforementioned disorders are inappropriate, as delineated by the DSM-5 criteria, when the symptoms are better accounted for by socio-cultural factors and explore how to interpret such symptom constellations through a trauma-informed, social justice lens using lecture and experiential activities, including de-identified case examples.

Learning Objectives:
1. Demonstrate an understanding of the ways in which normative adaptations to trauma present as psychopathology in commonly used assessment measures, such as the Personality Assessment Inventory and the Rorschach.

2. Compare common affective/behavioral sequelae of trauma with symptoms of other DSM-5 diagnoses, including personality disorders and serious mental illness.
3. Analyze outcomes of normed assessment measures in the context of socio-cultural-political factors.
4. Translate results of personality assessment tools into trauma-informed, adaptation-oriented, strengths-based clinical formulations.

Skill Level:
Students and professionals conversant in both trauma and personality assessment

The IOP-29 and the IOP-M: New Generation Symptom and Performance Validity Tests for Malingering Evaluations – Workshop O

Luciano Giromini, PhD

Donald Viglione, PhD

Half Day – June 21, 2021 – 11am – 2pm EST

Workshop Description:
The Inventory of Problems-29 (IOP-29; Viglione, Giromini & Landis, 2017) is a new, brief, self-report measure designed to assist practitioners evaluating the credibility of various symptom presentations, including those related to (1) depression/anxiety, (2) psychosis/schizophrenia, (3) post-traumatic reactions, and (4) neuropsychological/intellectual dysfunction. It is comprised of 29 items, administered via classic, paper-and-pencil format, or online, using a tablet or a PC. By analyzing the responses to each of these 29 items, a logistic regression-derived formula generates the False Disorder Probability Score (FDS), a probability value reflecting the likelihood of drawing that specific IOP-29 from a group of experimental feigners versus a group of bona fide patients. Based on emerging research attesting to the utility of combining symptom validity with performance validity measures a new "add-on" feature of the IOP-29 has recently been developed. Named "IOP-M" its purpose is to detect malingered memory deficits. This half-day workshop will describe the research foundation for the IOP-29 and IOP-M in malingering evaluations and will present guidelines for their use in applied practice. Together, these two brief tests, each taking five to ten minutes, provide the most efficient symptom and performance measure for the busy practitioner. No prior experience with the IOP instruments is required.

Learning Objectives:
1. Discuss the research foundation for using the IOP-29 and IOP-M to evaluate the credibility of various mental illness complaints
2. Compare the efficacy of the IOP-29 and IOP-M versus other available tools such as SIMS, TOMM, PAI and MMPI
3. Explain how to administer and score the IOP-29 and IOP-M
4. Demonstrate how to interpret and integrate the results of IOP-29 and IOP-M

Skill Level:
No prior experience with the IOP instruments is required, and all psychologists and graduate students at all levels of training may attend this introductory workshop