

The Eighteenth Annual Conference on  
Contemporary Applications of Psychological Testing

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## PSYCHOLOGICAL AND COGNITIVE RESILIENCE AND PROTECTIVE FACTORS

Including Full Day Certification Training in the SAPROF  
(Structured **A**ssessment of **P**ROtective **F**actors of Violence Risk)

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November 19-21, 2015  
William James College, Newton, MA

*Speakers*

Philip Erdberg, PhD • Sharon Kelley, PsyD • David Thornton, PhD  
James Sumowski, PhD • Jessica Lipkind, PsyD • Gregory Meyer, PhD  
Dorene Rentz, PsyD • Emily Rogalski, PhD • William Stone, PhD  
Gemima St. Louis, PhD • Clemente Vega, PsyD  
Natalie Cort, PhD • J.Abede Alexandre, ThM, DMin, PsyD

*Presented by*

The Department of Psychology, Massachusetts Mental Health Center  
The Center for Multicultural & Global Mental Health at William James College

*Course Directors*

Robert Kinscherff, PhD, JD • June G. Wolf, PhD • William Stone, PhD  
Lisa Iguchi, PhD • Kerry Nelligan, PsyD • Philip Erdberg, PhD  
Gregory Meyer, PhD • Stephen Behnke, JD, PhD, MDiv

21 CE credits available

# PROGRAM

Thursday, November 19, 2015

## Cognitive Resilience and Protective Factors

### Course Description

While the identification and measurement of psychopathology have long dominated assessment in clinical psychology and related fields, recent conceptions of psychological resilience and protective factors also demonstrate growing conceptual and empirical moorings. In this first day of a conference dedicated to this topic, we focus on a significant dimension of this theme: 'cognitive reserve', which provides a framework for understanding how individual differences in the risk for or expression of cognitive decline affect cognitive performance in the presence of conditions that typically impair those abilities. This session will focus on conceptions of cognitive reserve in relation to the challenges posed by selected neurobiological / neuropathological conditions, and will also explore clinical expressions of reserve. Dr. Rentz will first review the concept of cognitive reserve, and then focus on its nature and identification in pre-clinical Alzheimer's disease. Dr. Rogalski will then present findings from an ongoing SuperAgers study to show cognitive reserve in a related but also a quite different context. Similarly, Dr. Sumowski will review evidence for cognitive reserve in multiple sclerosis. The day will conclude with the presentation of two case studies to explore possible clinical psychological / neuropsychological expressions of cognitive reserve in individual patients, and to consider implications for treatment.

### Learning Objectives

- (1) Participants will compare conceptions and definitions of cognitive reserve in different disorders or other conditions.
- (2) Participants will critique the reliability and validity of the evidence underlying the conception of cognitive reserve.
- (3) Participants will relate cognitive domains of function to functions in mediating brain regions in Alzheimer's disease.
- (4) Participants will discuss means by which premorbid measures of cognitive reserve may serve to alter the trajectory of conditions or disorders that impair cognition.
- (5) Participants will integrate assessments of cognitive reserve into treatment formulations.

### Schedule

8:00–8:30	Registration
8:30–8:45	Welcome and Overview <i>William Stone, PhD</i>
8:45–10:00	Cognitive reserve and biomarker evidence of pre-clinical Alzheimer's disease <i>Dorene Rentz, PsyD</i>
10:00–10:15	Coffee Break
10:15–11:30	Can cognitive SuperAgers provide clues for aging well? <i>Emily Rogalski, PhD</i>
11:30–12:30	Panel Discussion
12:30–1:00	Lunch (provided)
1:00–2:15	Brain reserve and cognitive reserve in multiple sclerosis <i>James Sumowski, PhD</i>
2:15–3:30	Case presentations – Clinical dimensions of cognitive reserve: Case I <i>William Stone, PhD</i>
3:30–3:45	Coffee Break
3:45–5:00	Clinical dimensions of cognitive reserve: Case II
5:00	Adjourn

## Friday, November 20, 2015

### Psychological Strength, Resilience, and Protective Factors

#### Course Description

The conference will present materials on cultural, social, and psychological factors that play important roles in the ability of groups and individuals to endure adversity and rebound from perturbation caused by traumatic events. Approaches towards assessing and understanding resilience will be reviewed from a multicultural and global mental health perspective, and illustrated with case materials, which demonstrate vulnerabilities, individual strengths and protective factors.

The afternoon session will present Rorschach Performance Assessment System (R-PAS) measures of psychological strength, resilience, and protective factors as well as a clinical case example of complexity in the context of strength and resilience.

#### Learning Objectives

- (1) Participants will demonstrate understanding of the use of assessment measures that are culturally appropriate for people from diverse ethnic and cultural backgrounds.
- (2) Participants will recognize the limitations of psychological assessments and challenges in assessing ethnic minority and immigrant populations.
- (3) Participants will be able to describe cultural factors that promote strengths and resiliency in culturally diverse individuals and groups.
- (4) Participants will be able to use the R-PAS to identify strengths as represented on the Rorschach.
- (5) Participants will recognize protective factors identified in R-PAS variables.
- (6) Participants will be able to apply assessment data to identify resilience.

#### Schedule

8:00–8:20	Registration
8:20–8:30	Welcome <i>Robert Kinscherff, PhD, JD</i>
8:35–10:00	Psychological Assessment: Vulnerability and Resilience in the Global Kaleidoscope of Peoples and Cultures <i>Gemima St. Louis, PhD and Natalie Cort, PhD</i>
10:00–10:15	Coffee Break
10:15–12:00	From the Globe to the Person: Challenges and Opportunities in Psychological Assessment. Case presentations <i>J.Abede Alexandre, ThM, DMin, PsyD. and Clemente Vega, PsyD</i>
12:00–1:00	Lunch (provided)
1:00–3:00	Finding strength and resilience in the R-PAS <i>Philip Erdberg, PhD and Gregory Meyer, PhD</i>
2:45–3:00	Coffee Break
3:00–4:30	Case Conference: Strength and resilience in a complex case <i>Jack Fahy, PhD and Jessica Lipkind, PsyD</i>
4:30–5:00	All Faculty Panel

## Saturday, November 21, 2015

### SAPROF Certification Training

#### Course Description

Current risk assessment methods are deficit focused and generally lack a description of the individual's strengths. Oftentimes, protective factors are limited to comments about the individual's age, medical status, and physical frailty, none of which are strength-based nor factors that the individual can control and work to expand upon. The Structured Assessment of Protective Factors (SAPROF; de Vogel et al., 2012) provides a dynamic strength-based assessment of protective factors that can balance assessments of risk factors for violence. This combination provides more therapeutically motivating and more accurate assessment than is afforded by assessment of risk factors alone. Participants will learn about the theoretical and research background to the SAPROF and receive instruction in how to score the instrument, as well as in how to interpret and describe resulting findings in conjunction with the risk assessment instruments.

The SAPROF can contribute to risk assessment and positive treatment planning, as well as aiding in release planning by determining if a particular placement will meet the offender's risk management needs. The SAPROF can be used to assess clients who reside in the community, hospitals, secure forensic settings and prisons. Professionals who might use the SAPROF include: clinicians, evaluators, case managers, probation offices, and others who are involved in dispositional decisions, risk management, conditional release, discharge planning, and allocation of resources concerning violent offenders.

#### Learning Objectives

- (1) Participants will be able to describe the benefits of including an assessment of protective factors in their risk assessments.
- (2) Participants will demonstrate understanding of the SAPROF items and scoring rules by coding one practice case during the workshop.
- (3) Participants will demonstrate an understanding the SAPROF results by integrating the SAPROF practice case results with the provided risk assessment data during the workshop.

#### Schedule

8:00–8:15	Registration
8:15	Introduction <i>David Thornton, PhD and Sharon Kelley, PsyD</i>
8:30–10:00	Theoretical and Research Background to SAPROF
10:00–10:15	Coffee Break
10:15–12:15	SAPROF Scoring Instructions
12:15–1:00	Lunch (provided)
1:00–2:00	SAPROF Scoring Instructions
2:00–3:00	Case study practice
3:00–3:15	Break
3:15–3:45	Feedback and Discussion of Case Study Scoring
3:45–4:15	Interpreting SAPROF findings in conjunction with risk factors

# FACULTY

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**J. Abede Alexandre, ThM, DMin, PsyD** School Psychologist, Boston Public Schools; Founder and Senior Pastor of Tabernacle Baptist Congregation in Roslindale, MA.

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

**Natalie Cort, PhD** Core Faculty in the Department of Clinical Psychology, the Concentration on Children and Families of Adversity and Resilience, and the Center for Multicultural and Global Mental Health at William James College. She is also an Adjunct Assistant Professor of Psychiatry at the University of Rochester Medical Center. Dr. Cort has authored articles on racial/ethnic differences in heart disease rates, child abuse reporting, depression treatment outcomes, and high-risk sexual behaviors. .

**Philip Erdberg, PhD, ABPP** Associate Clinical Professor, University of California, San Francisco; co-author of the Rorschach Performance Assessment System.

**Robert Kinscherff, PhD, JD** Associate Vice President for Community Engagement, William James College; Faculty at the Center for Law, Brain and Behavior at Massachusetts General Hospital, Senior Associate for the National Center for Mental Health and Juvenile Justice, part-time Senior Fellow in Law and Neuroscience at the Petrie-Flom Center for Health Law Policy, Biotechnology and Bioethics at Harvard Law School.

**Lisa Iguchi, PhD** Instructor in Psychology, Massachusetts Mental Health Center; Lecturer in Psychology, Harvard Medical School.

**Sharon Kelley, PsyD** SVP Evaluator, Sand Ridge Secure Treatment Center, Madison, Wisconsin.

**Jessica Lipkind, PsyD** Assistant Director of Assessment, Westcoast Children's Clinic, Oakland.

**Gregory J. Meyer, PhD** Professor of Psychology, University of Toledo; Author, with Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). Rorschach Performance Assessment System: Administration, Coding, Interpretation, and Technical Manual. Toledo, OH: Rorschach Performance Assessment System. (ISBN 978-1-937450-00-7; www.r-pas.org)

**Kerry Nelligan, PsyD** Director of Clinical Risk Management, Massachusetts Mental Health Center; Instructor in Psychology, Harvard Medical School.

**Dorene Rentz, PsyD** Co-Director, Center for Alzheimer Research and Treatment, Harvard Medical School & Co-Director, Outreach, Recruitment and Education Core, Massachusetts Alzheimer's Disease Research Center & Senior Neuropsychologist, Division of Cognitive and Behavior Neurology, Brigham and Women's Hospital & Neuropsychologist, Department of Neurology, Massachusetts General Hospital & Associate Professor of Neurology, Harvard Medical School.

**Emily Rogalski, PhD** Associate Professor and Director Neuroimaging at the Cognitive Neurology and Alzheimer's Disease Center (CNADC), Northwestern University Feinberg School of Medicine. Her research falls under the broad umbrella of aging and dementia and uses a multimodal approach to investigate two aging perspectives: primary progressive aphasia (PPA) in which neurodegenerative disease invades the language network and SuperAging in which individuals are seemingly resistant to the deleterious changes in memory associated with "normal" or more typical cognitive aging.

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

**Gemima St. Louis, PhD** Core Faculty in the Department of Clinical Psychology and the Concentration on Children and Families of Adversity and Resilience (CFAR), William James College; Principal Investigator of PATHWAYS, a school-based prevention and intervention program that provides trauma-oriented, evidence-informed mental health services to youth who are at risk for truancy and suspension in the Boston Public Schools.

**James Sumowski, PhD** Adjunct Assistant Professor of Psychology and Education, Teacher's College, Columbia University; Dr. Sumowski's primary line of research examines heritable and environmental factors associated with reserve against cognitive impairment in the context of neurologic disease.

**David Thornton, PhD** Research Director, Sand Ridge Secure Treatment Center, Madison, Wisconsin; with Karl Hanson and Ruth Mann developed three of the most commonly used instruments for assessing the risk presented by sexual offenders, the STATIC-99 (Hanson & Thornton, 2000), the Risk Matrix 2000 (Thornton et al, 2003) , The Structured Risk Assessment framework (Thornton, 2002).

**Clemente Vega, PsyD** Assistant Professor in the Neurology Department at the Children's Hospital Boston; Instructor in Psychiatry, Harvard Medical School.

**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.

# REGISTRATION & DETAILS

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Register online  
<http://www.cvent.com/d/brqb4b/4W>

Information  
<http://www.cvent.com/d/brqb4b/6X>

<b>FEES:*</b>	<b>Professionals (includes CEUs)</b>	<b>Trainees</b>
<b>One Day</b>	\$200	\$50
<b>Two Days</b>	\$375	\$100
<b>Three Days</b>	\$450	\$150

*\* Lunch will be included each day*

For questions or problems with registration please contact June Wolf at [june\\_wolf@hms.harvard.edu](mailto:june_wolf@hms.harvard.edu)

## **LOCATION**

The conference will be held at William James College, 1 Wells Avenue, Newton, MA.

## **ACCREDITATION**

This program is co-sponsored by the Massachusetts Mental Health Center Psychology Department and William James College. William James College is approved by the American Psychological Association to sponsor continuing education for psychologists. William James College maintains responsibility for this program and its content. For each day 7 hours of CE credit are designated.

## **CANCELLATION AND REFUNDS**

Requests for refunds received prior to November 15, 2015 will be honored, minus \$15 administrative fee. No refunds will be offered after November 15, 2015.