

# UNDERSTANDING AND USING THE RORSCHACH PERFORMANCE ASSESSMENT SYSTEM (R-PAS)

*Presenters: Gregory J. Meyer, Ph.D. & Joni L. Mihura, Ph.D.*

June 1–2 , 2017 ♦ 9:00 a.m. – 5:00 p.m.  
Fort Lauderdale, Florida

***\*Attendance on both days is required.***

This two-day workshop provides a clinically focused understanding of the Rorschach Performance Assessment System (R-PAS). R-PAS is a relatively new, empirically grounded system that provides a verbal and perceptual behavior sample obtained under standardized conditions such that personality inferences are based on observed performance rather than self-description. Test scores are compared to internationally based reference norms and graphically displayed using standard scores. R-PAS emphasizes scores with a clear link between the perceptions and behaviors coded in the microcosm of the task and inferences about parallel psychological processes that are expressed in everyday behavior. After describing the rationale for using R-PAS and the problems that it corrects for relative to previous systems, we focus on its distinctive features related to administration, coding, normative reference data, and interpretation, and apply the system to two cases. The presentation is oriented towards those with some previous Rorschach experience, but it is also applicable to participants who are just learning the Rorschach.

This workshop should be useful for practitioners, psychological assessment instructors and supervisors, and students. It should appeal to anyone interested in learning how to more fully and accurately understand clients through multimethod assessments that incorporate careful inferences from valid, performance-based R-PAS scales. The workshop will be largely didactic the first day, followed by more interactive case conceptualizations.

## ABOUT THE PRESENTERS

**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 as well as 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 implicit processes, most notably the Rorschach. He has made seminal contributions to the published literature in this area, as well as in psychometrics and assessment more generally. On four occasions the Society for Personality Assessment has given him Distinguished Contribution Awards for articles in the published literature. He is a Fellow of Division 5 (Evaluation, Measurement, & Statistics) of the American Psychological Association and of the Society for Personality Assessment. He is co-editor of a case book to be published by Guilford in 2017 entitled *Applications of the Rorschach Performance Assessment System (R-PAS)*.

**Joni L. Mihura, Ph.D.** is an associate professor in psychology at the University of Toledo, where she teaches personality assessment, an advanced assessment practicum, and psychodynamic/integrative therapy. She obtained early career awards from the American Psychoanalytic Association and the Society for Personality Assessment (SPA). In the psychological assessment domain, she has published many articles and served on SPA's Board of Trustees and on the editorial board for the *Journal of Personality Assessment* and *Rorschachiana*. She is one of the developers of the *Rorschach Performance Assessment System*, and she is lead editor of a case book to be published by Guilford in 2017 entitled *Applications of the Rorschach Performance Assessment System (R-PAS)*.

## PROGRAM OBJECTIVES

Participants will be able to:

- 1) Explain how Hermann Rorschach's artistic talents contributed to the usefulness of his inkblots.
- 2) Summarize how imagery and communication given to the Rorschach task forms a complement to self-reported personal characteristics.
- 3) Describe the basic empirical and conceptual foundation for variables in R-PAS.
- 4) Explain how R-PAS strives to reduce variability in examiners.
- 5) Summarize the value of "performance assessment" as a foundation for clinical interpretation.
- 6) Explain why new normative reference standards improve clinical inferences.
- 7) Describe the procedures that allow R-PAS norms to be expressed as Standard Scores despite the fact that many summary variables do not have normal distributions.
- 8) Implement standardized administration procedures that optimize the length of Rorschach protocols.
- 9) Explain the four instances when an examiner would ask a question to clarify the determinants of a respondent's perception.
- 10) Describe the codes that are new in R-PAS relative to the Comprehensive System.
- 11) Explain the two main lines of research that contributed to the R-PAS tables addressing perceptual accuracy (i.e., the Form Quality tables).
- 12) Summarize the R-PAS principles for accurate interpretation and contrast them with previous models.
- 13) Explain the 4 interpretive procedures (Scan, Sift, Synthesize, and Summarize).
- 14) Apply R-PAS interpretive procedures and guidelines to a case.

## PROGRAM AGENDA

### **Thursday, June 1**

- 8:30 a.m. – 9:00 a.m. Registration and refreshments
- 9:00 a.m. – 10:30 a.m. Orientation & overview of the Rorschach and issues leading up to R-PAS
- 10:30 a.m. – 12:00 p.m. Overview of the R-PAS and rationale for its development; Administration and coding
- 12:00 p.m. – 1:00 p.m. LUNCH (on your own)
- 1:00 p.m. – 3:00 p.m. Normative data, complexity adjustments, and overview of scoring program
- 3:00 p.m. – 5:00 p.m. Interpretive principles and procedures; Introduction to Case 1

### **Friday, June 2**

- 8:30 a.m. – 9:00 a.m. Registration and refreshments
- 9:00 a.m. – 10:45 a.m. Review of Day 1 material; Continuation of Case 1
- 10:45 a.m. – 12:00 p.m. Introduction of Case 2
- 12:00 p.m. – 1:00 p.m. LUNCH (on your own)
- 1:00 p.m. – 4:30 p.m. Continuation of Case 2
- 4:30 p.m. – 5:00 p.m. Review and Discussion

## PROGRAM LOCATION

Nova Southeastern University  
Carl DeSantis Building (H. Wayne Huizenga School of Business & Entrepreneurship)  
Knight Auditorium – Room 1124  
3301 College Avenue  
Ft. Lauderdale, FL 33314

For maps and directions to the Carl DeSantis Building, please visit our web site at <http://www.nova.edu/cwis/campusmaps/maincampus.html>. Telephone directions to the main campus are available 24 hours a day by calling (954) 262-1563.

**For additional information on continuing education policies,  
please visit our web site at**

**<http://psychology.nova.edu/continuingeducation/index.html>**

## CONTINUING EDUCATION INFORMATION

**Psychologists:** Nova Southeastern University's College of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University maintains responsibility for this program and its content.

**Clinical social workers, mental health counselors, and marriage and family therapists:** Nova Southeastern University's College of Psychology is approved by the state of Florida's Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling to offer continuing education. Provider number: BAP# 330, Exp. 03/31/19

**School psychologists:** Nova Southeastern University's College of Psychology is approved by the state of Florida's Board of Medical Therapies/Psychology, Office of School Psychology, to offer continuing education. Provider number: SCE# 11, Exp. 11/30/17.

Nova Southeastern University's College of Psychology is approved by the National Association of School Psychologists to offer continuing education for school psychologists. Nova Southeastern University maintains responsibility for this program and its content. Provider# 1024

**Professional counselors:** Nova Southeastern University's College of Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 4548. Programs that do not qualify for NBCC credit are clearly identified. Nova Southeastern University's College of Psychology is solely responsible for all aspects of the programs.

**All mental health professionals will receive 14 continuing education credits for the workshop. Full attendance at both days is required. No partial credit will be awarded. Check your licensing state's rules and regulations for more information regarding your continuing education requirements.**

Nova Southeastern University is committed to making its programs accessible to all prospective attendees. Let us know if you have specific requirements due to a disability.

## ABOUT THE SPONSOR

Nova Southeastern University's College of Psychology is dedicated to providing high-quality training, education, research, and service for its students and the community. The college offers three American Psychological Association (APA)-accredited doctoral programs (Ph.D. and Psy.D. in Clinical Psychology; Psy.D. in School Psychology); a specialist program in school psychology; master's degree programs in mental health counseling, school counseling, counseling, forensic psychology, experimental psychology, and general psychology; and bachelor's degree programs in psychology and behavioral neuroscience. The college also has two APA-accredited doctoral internship programs.

## NOTICES OF ACCREDITATION, MEMBERSHIP, AND NONDISCRIMINATION

Nova Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate's, baccalaureate, master's, educational specialist, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Nova Southeastern University. • Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, sexual orientation, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. • The College of Psychology Doctor of Philosophy in Clinical Psychology (Ph.D.) program is accredited by the Commission on Accreditation of the American Psychological Association (APA). The College of Psychology Doctor of Psychology in Clinical Psychology (Psy.D.) program is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology Doctor of Psychology in School Psychology (Psy.D.) program is accredited by the commission on Accreditation of the American Psychological Association. The College of Psychology has two APA-accredited doctoral internship programs, the South Florida Consortium Internship Program and the Psychology Services Center Internship Program. Questions related to the programs' accreditation status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation American Psychological Association, 750 1st Street, NE, Washington, DC 20002, phone: 202-336-5979, E-mail: [apaaccred@apa.org](mailto:apaaccred@apa.org), [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation). The college's degree programs in school counseling and the specialist and doctoral programs in school psychology are approved by the Florida Department of Education. In addition, the specialist and doctoral programs in school psychology hold the designation of National Recognition by the National Association of School Psychologists (NASP). The College of Psychology offers three programs, (1) the M.S. in School Counseling, (2) the Psy.S. in School Psychology, and (3) the Psy.D. in School Psychology for practitioners in P-12 schools that have been accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for these programs is awarded to the university through the Fischler College of Education as follows: The Abraham S. Fischler College of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org).