

Critical Moments: Capitalizing on Therapeutic Opportunities During Collaborative Assessment

with Diane Santas, PhD and Sharon Witkin, PhD

Wednesday, April 14, 2021 6:30PM - 8:00PM PST

Live via Zoom

COURSE LEVEL: ADVANCED

Useful for psychologists with extensive experience in the field.

THIS IS A FREE WORKSHOP

Must be a psychologist or student/trainee in psychology to attend.

RSVP By: April 12, 2021 - <https://www.surveymonkey.com/r/Q8RXGFB>

For questions email: Hadas Pade, Psy.D. at: hpade2@alliant.edu



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The Collaborative Assessment Association of the Bay Area (CAABA) is a group of professionals teaching, supervising, and conducting psychological assessment in the SF bay Area. CAABA's mission is to enhance the sub-field of psychological assessment locally with respect to training, clinical practice, and overall awareness.

Workshop Description:

The effort to bring about meaningful positive change is one of the more complex, and at times elusive goals of collaborative assessment. Planned Assessment Interventions serve this purpose in a more structured Therapeutic Assessment. However, we have found that such material can also be explored in an unplanned way during collaborative assessments when important affect, thoughts, or behaviors emerge spontaneously. Often these opportunities allow the evaluator to address core problems and questions with the client that are at the heart of an assessment and to experience the problem "in vivo" in a way that deepens understanding. However, capitalizing on these moments sometimes results in detouring from or even derailing the test plans and procedures, and we have begun to think more systematically about when it is appropriate to diverge from the formal line of inquiry.

This session will describe conditions under which unplanned therapeutic interventions can be attempted during a collaborative assessment, in contrast to (or in combination with) planned interventions that occur during a semi-structured Therapeutic Assessment. In case presentations of an adult and two teenagers, presenters will provide examples of how intervening spontaneously in a critical moment has been effective in our own practices of collaborative assessment. Discussion of these case presentations by the late Dr. Bruce Smith, PhD will be read by Diane Santas.

After completing this workshop, participants will be able to:

- Describe two types of unplanned therapeutic interventions during collaborative assessments
- Explain when and under what conditions spontaneous interventions or “detours” from the testing plan might be attempted.
- Demonstrate the rare occasions when one might discontinue a test or “derail” the testing plan in favor of an intervention- and contraindications for this.
- Compare similarities between intervening during collaborative therapeutic assessments and intervening in a therapy session.

Instructor Bios:

Dr. Diane Santas (Chair & Presenter) is a licensed psychologist specializing in collaborative assessments with children, teens and adults as well as being an experienced psychotherapist for over 30 years. She has been trained in Stephen Finn’s six-step model of Therapeutic Assessment and integrates aspects of this more structured model into her own practice doing all types of assessments. Dr. Santas is also an Assistant Clinical Professor at UC Berkeley and an Adjunct Clinical Faculty at The Wright Institute, supervising graduate students in their assessment work.

Dr. Sharon Witkin (Presenter) is a licensed psychologist who provided therapy, conducted assessments and trained graduate students for over 30 years. Dr. Witkin was Executive Director of Clearwater Counseling & Assessment Clinic, which specialized in providing DBT to high acuity clients, for 12 years. She was an Assistant Clinical Professor at UC Berkeley for over 15 years.

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