

PSYCHODIAGNOSTICS I (76600.97289)

Fall 2009

Wednesdays 9:30-11:20

Room 8/132 NAC

Professor Steve Tuber

Course Description and Goals

This is the first semester of a two-year-long approach to the psychological understanding of adult and child patients through psychological testing. I would hope that by the end of the course sequence you would have: (1) an enriched appreciation for the complexity of the human character and the ways in which psychological test material may help inform our understanding of its nuances (2) learned common psychological assessment tools (3) Understood legal and ethical issues in testing (4) become able to interpret results from these instruments and (5) become able to write an integrative report of test findings in a non-jargon, phenomenologically useful way. The methods of clinical inference and the purpose of synthesizing the inferences into a coherent portrait of someone will hopefully be of use to you throughout your professional career. It is certainly, both historically and heuristically, a hallmark of a clinical psychologist's training.

The first semester of the course will focus on the administration and scoring of a number of psychological tests, as well as on the interpretation of adult case material. During the first two thirds of the semester, I will focus on the clinical meanings and unique contributions of each test to the test battery. The four teaching assistants for the course (Ali Ferst, Monica Vegas, Tempe Watts and Rachel Wolitzky) will meet with you in smaller, lab groups to go over test administration and scoring.

During the first month of the semester, you will need to memorize the instructions for administering the following tests:

WAIS-IV

Bender-Gestalt Test

Rorschach

Thematic Apperception Test (TAT)

House-Tree-Person Test (HTP)

Sentence Completion Test (SCT)

Animal Preference Test (APT)

Under no circumstances should these tests be given to friends, family, or anyone else you know, not even for "practice." Your TA's will review your mastery of the administration of these tests and "certify" that you are ready to test volunteers within the first 4-6 weeks of the semester.

Grading

30% testing administration; 10% class participation and 60% take-home final
Grading will reflect the following scale:

<u>Outstanding work</u>	<u>Quality Work</u>	<u>Competent work</u>	<u>Not yet Competent</u>
A+	A or A-	B+, B or B-	C - F

Week 1: Why test? Principles, Controversies, Pragmatics, and a Historical Perspective.

Readings: (1)L. Jaffe, *The Empirical Foundations of Psychoanalytic approaches to Psychological Testing*, Journal of Personality Assessment (JPA) 1990; (2)Lerner book, 3-13 & 61-67; (3)P. Lerner, *Red Beavers and Building Bridges Between assessment and treatment*, JPA, 2005. (4)R. Dana, *Assessment of Cultural Orientation* SPA Exchange, 1994. (5)J. Allen, *The Clinical Psychologist as diagnostic consultant*. (6)H. Schlesinger, *Interaction of dynamic and reality factors in the diagnostic testing Interview*”, Bulletin of the Menninger Clinic, 1973. (7) A. Sugarman & K. Kanner, *The Contribution of Psychoanalytic theory to Psychological testing*, Psychoanalytic Psychology, 2000. (8)I. Weiner, *The Glamour of Assessment Psychology*, SPA Exchange, 2006.

Weeks 2 & 3: The WAIS- IV: Norms, Standardization, Validity, Reliability and Clinical Implications

Readings: (1)Kaplan & Sacuzzo book, Chapters 3-5 & 8; (2)Rapaport et al book: 71-77; (3) M. Mayman, R. Schafer & D. Rapaport, *Interpretation of the Wechsler Bellevue Intelligence scale in personality Appraisal*; (4)WAIS-IV Manual. (5)M. Hilsenroth & G. Stricker, *A consideration of challenges to psychological assessment instruments used in forensic settings*, JPA, 2004

Weeks 4 & 5: The TAT

Readings: (1)R. Schafer, *How was this story told?* 1967; (2)R. Holt, *An analysis of the TAT Cards*, unpublished. (3)N. Alvarado, *The Empirical Validity of the TAT*, JPA, 1994.

Weeks 6 & 7: The SCT, APT, & HTP Tests (

Readings: Exercises to be distributed in class.

Weeks 8, 9 & 10: Rorschach scoring and administration.

Readings: (1)Klopfer et al.book, pp. 3- 207. (2)Exner book, Chapters 7-10(handed out in class) (3)Rapaport et al. book, pp. 268-452; (4) E. Schachtel, *Experiential foundations of Rorschach's test*, chs. 10 & 24 (5) J.Kleiger, *Rorschach Shading Responses*, JPA, 1997 (6)J. Masling, *How do I score thee?*, JPA, 2002. (7)H. Ellenberger, *The Life and Work of Hermann Rorschach*, Bulletin of the Menninger Clinic, 1954. (8)M. Mayman Form Level Scoring manual, unpublished. (9)S. Tuber, *Empirical & Clinical Assessments of children's Object Relations and Object Representations*, JPA, 1992.

Exner, *The Future of Rorschach in Personality Assessment*, JPA, 1997(10)I. Weiner, *The Rorschach Inkblot Method is not a test*. JPA, 1994 (11)G. Frank, *The Response of African Americans to the Rorschach*, JPA, 1992. (12) S. Tuber, *Will the Teaching of the Rorschach Disappear? SPA Exchange*, 1998.(13) R. Meloy, *Some Reflections on what's wrong with the Rorschach*, JPA, 2005.

(14) L. Handler, *Schachtel and Teaching: what color was the couch?*, JPA, 1998.

Weeks 11- 15 Case One: Interpretation of assigned protocol.

Readings: Lerner Book, Chapters 2,3,8,9,10.

Written Assignments

Each student will administer **two** complete batteries to undergraduate student volunteers. The reports you will write will include a long behavioral description of the process of the testing and a verbatim transcript of the test results, including a scored Rorschach and WAIS. Hand in the protocols and observations to your T.A. The assignment is due **as soon after you complete the test administrations as possible but they both have to be done before the last day of class – no exceptions!**

Once we have completed Case One in class, you will be responsible for handing in a 3-5 page summary of the test findings. This is to be given to me by **December 18th**. I don't accept late papers.

Books

Exner, J. *The Rorschach: Basic Foundations and Principles of Interpretation*, Wiley and Sons, 2002.

Kaplan, R & Sacuzzo, D. *Psychological Testing: Principles, Applications & Issues*, (6th edition) Wadsworth, 2004.

Klopfer et al. *Developments in the Rorschach Technique. Volume 1* Harcourt, Brace and Jovanovich. (this book is both necessary and out of print, you may need to borrow the book from an upper year student and xerox the relevant pages)

Lerner, P. *Psychoanalytic Theory and the Rorschach*. The Analytic Press, 1991

Rapaport, Gill & Schafer. *Diagnostic Psychological Testing*, Edited by Robert Holt.
International Universities Press, 1968

Wechsler, D. *The WAIS-IV Manual*. The Psychological Corporation. (copies in the
Psychological Center)