

PSYCHODIAGNOSITCS IV:
ADVANCED PSYCHODIAGNOSTICS

Spring 2010
Thursdays 2 - 3:50 PM
Room 8/132 NAC
Professor Steve Tuber

Course Description and Goals

This is an advanced course on the clinical interpretation of psychological test material. It assumes that the test looked at, and the scales derived to measure certain concepts from it, is not a test per se, but rather a method to which certain constructs of psychodynamic theory will be applied. The degree to which these constructs enrich our understanding of a given individual is the criterion by which we will measure the "test's" usefulness. For this semester, we will focus exclusively on the Rorschach, the Early Memories Test and the TAT in an attempt to strengthen skills in formulating multi-dimensional diagnostic profiles.

Assessments of the manner in which people represent internalized experiences of self and other, the thematic relational content that is thereby expressed and the integration of content and sequence will form the basic underpinnings of this course. For the Rorschach, standard scoring procedures (Klopfer, Rapaport) will be augmented by more recently developed scoring systems that tap object relational and thought organizational constructs (Urist, Mayman, Krohn). The integration of precise scoring of responses with intuitive judgements of their meanings will be attempted. Clinical and research applications of these scoring systems will be placed in the context of an analysis of specific protocols that highlight various patterns of adaptive and maladaptive functioning. The same process will occur in our study of the Early Memory and TAT as well. You will be asked to write up three interpretive exercises regarding protocols to be distributed in class, as well as to learn and apply the "newer" scoring systems to the protocols. Your "final exam" will be to score and interpret the projective test battery of an adult protocol. By the end of the semester, you will be assumed to be able to: (1)score reliably each of the new scales taught to you across the three measures and (2)be able to contextualize these scoring systems into a clinical test report.

Grading

30% testing administration; 10% class participation and 60% take-home final

<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

Weeks 1 & 2: Overview and clinical discussion of projective testing, especially the Rorschach's basic principles - Form, Color, Shading, Movement, Content, Sequence.

Advanced Psychodiagnostics, Tuber, p. 2 of 3

Readings: (1) Review B. Klopfer et al., *Developments in the Rorschach Technique*, Volume I, pp. 3 - 207 (2) Review E. Schachtel, *Experiential Foundations of Rorschach's Test*, Chs. 10 & 24. (3)C. Peterson, *Psychodiagnosis and the Regulation of Self-esteem*: JPA, 1992. (4)A.Sugarman & K. Kanner, *The Contribution of Psychoanalytic Theory to Psychological testing*, Psychoanalytic Psychology, 2000. (5)J. Murray, *The Rorschach and Diagnosis of Neurotic Conditions in children and Adolescents*, JPA, 1994.

Weeks 3 - 6: Advanced scoring of object relations (MOA & Krohn scales)

Cases: B1 & B2

Readings: (1)M. Mayman, *Object-representations & object-relationships in Rorschach responses*, JPA, 1967 (2)J. Urist, *The Rorschach Test and the assessment of object relations*, JPA, 1977 (3)S. Tuber, *Assessment of children's object-representations with the Rorschach*, Bulletin of the Menninger clinic, 1989; *Children's Rorschach scores as predictors of later adjustment*, J. of consulting & Clinical Psychology, 1983; *Projective testing as a post-hoc predictor of change in psychoanalysis in The Psychoanalytic Study of Lives Over Time*, 2000; D. Munczek & Tuber, *Political repression and its psychological effects on Honduran children*, *Social Science & Medicine*, 1998; Tuber and S. Coates, *Object relations of feminine boys*, pp. 655-664; *Empirical & Clinical Assessments of Object relations and object representations*, JPA, 1992 (4)A. Krohn & M. Mayman, *Object representations in dreams and projective tests*, Bull. Of the Menninger Clinic, 1974 (5) G. Stricker & B. Healey, *The projective assessment of object relations*, Psychological Assessment, 1990. (6)G. Bombel et al, *An examination of the construct validity of the Rorschach Mutuality of Autonomy Scale*, JPA, 2009.

Weeks 7 & 8: Advanced scoring of thought organization and thought disorder

Cases: 70668 & 30692

Readings: (1)H. Friedman, *Perceptual regression in schizophrenia*, JPA, 1953 (2)S. Blatt & B. Ritzler, *Thought disorder and boundary disturbance in psychosis*, J. of Consulting & Clinical Psychology, 1974.

Weeks 9 & 10: Quantitative analysis of Face Sheets and Integration of scoring and content.

Case: G.L.

Weeks 11- 13 The Early Memories Test: Analysis of Thematic Content .

Cases: 171 and 112

Readings: Multiple unpublished handouts by M. Mayman (distributed in class)

Weeks 14 & 15: The TAT: Affect Development and Thematic Analysis.

Case: 8/11/99

Advanced Psychodiagnostics, Tuber, p. 3 of 3

Readings: (1)A. Thompson, *An object relational theory of affect maturity* in M. Kissen, *Assessing object relations phenomena*, 1986. (2)S. Tuber, *Projective testing as a heuristic snapshot of themes in child and adult psychoanalysis*, JICAP, 2004. (3) N. Alvarado, *The empirical validity of the TAT*, JPA, 1994

Written Assignment

You will be given a testing protocol with a Rorschach, TAT and Early Memories transcript of a 26 year old man. You will be asked to score the material for all the scales taught in class, as well as an Exner and Klopfer scoring of the Rorschach. You will then write a 3-5 page single spaced “report” that integrates your quantitative scoring with a systematic qualitative assessment.