

## Syllabus

### **PSY 513 – Comprehensive Assessment Tuesdays, 1:00-3:55 Summer Term 2004**

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### **Course Outline and Readings**

#### **General Course Overview**

This course is designed to address important elements of psycho-diagnostic assessment and associated types of psychological tests not yet covered in the core curriculum. In particular, this entails the need for course to address projective measures. The course is also designed to develop students' skills in selection of assessment methods, integration of all assessment data, case formulation, psycho-diagnosis, and treatment-planning based on assessment findings. By necessity, this course is quite comprehensive, and will necessitate the coverage of a substantial amount of material in a fairly condensed period of time. Therefore, it will be imperative that each student keep apace of readings and assignments. Readings should be completed prior to the lecture, as text and lecture may not always overlap. Satisfactory completion of this demanding course is seen as an essential component of the core curriculum at the University of Indianapolis, School of Psychological Sciences. It will be important for students to demonstrate mastery of course requirements considered essential in the professional practice of psychology (professional knowledge, skills, and attitudes).

#### **Course Objectives**

1. The theories, administration, interpretation, and modes of organising clinical material associated with major Projective assessment instruments will be presented. Various techniques will be demonstrated in the context of developing coherent, integrative, and soundly written psychological assessments/reports.
2. To provide students with theoretical concepts, conceptual schemas, and associated methodologies for organising clinical and psycho-diagnostic material that will be useful in the identification, understanding, and ultimate treatment of disturbed mental states and disturbed functioning.
3. To sensitize students to the necessity for careful and thoughtful review of clinical material in order to appreciate the complexity of psychological processes and psychopathology.
4. To provide students with the theoretical, methodological, and technical background to appropriately assess diverse treatment populations.

#### **Course Expectations**

This is a crucial course in the School of Psychological Sciences Graduate Programs in Psychology curriculum and its mastery is seen as an essential component of the training program.

General purposes of this course are to familiarize students with Projective assessment instruments and procedures including: (1) The Rorschach Projective Inkblot Test; (2) The Thematic Apperception Test (TAT); (3) House-Tree-Person (HTP) and Draw-A-Person (DAP) Projective Figure Drawing tests; (4) Completion Techniques; (5) Tell-Me-A-Story (TEMAS).

#### **Evaluations**

Evaluation of student learning and understanding will be based on a series of written assignments as well as a final scholarly presentation. The instructor will be available on a weekly basis. Questions regarding any aspect of the course are welcome.

Students will be evaluated by their performance on the following assignments:

1. Class #4 and #8: Case Formulation Assignments
2. Class #6 and #9: Student-administered, scored, interpreted case formulations

The case formulations will account for 90% of the grade. Attendance and participation will count for 10% of the grade.

## **GUIDELINES FOR PROTOCOL INTERPRETATION ASSIGNMENTS**

### **Student-administered tests**

1. Administer the tests listed below to the same person; interpret each test singly, present a summary, and submit a typed, double-spaced final report, nine pages maximum. Attach the original test protocols and worksheets to the appendix of the report:

Rorschach Projective Inkblot Test  
Thematic Apperception Test -- 5 Cards  
Sentence Completion Test  
House-Tree-Person

2. The format of the report is to be typed as follows:
  - a) Identifying Information (assure privacy)
  - b) Reason for referral (for example, "To complete course assignment")
  - c) Background Information (Again, very briefly, and assure privacy)
  - d) Observations and Test Behaviour
  - e) Psycho-diagnostic Procedures
  - f) Test Results and Interpretations
  - g) Summary and Recommendations
3. There will be a half-grade penalty for any late submission. Thus, if the grade on the paper is A-, it will be reduced to B+.

### **Instructor-Provided Protocols**

1. Interpret each test singly, present summary and submit a typed, double-spaced, final report no greater than five pages in length. Attach original evaluation and test protocol and worksheets to the appendix of your report.
2. Format of the report is to be typed in line with samples provided by the instructor and should include the following in addition:
  - f) Test Results and Interpretation
  - g) Summary and Recommendations
3. There will be a half-grade penalty for any late submission. Thus, if the grade on the paper is A-, it will be reduced to B+.

### **Criteria for Evaluating Psychological Evaluations**

1. "A" Papers: Dealt with all of the underlying issues; able to integrate material with history and behavioral observations; the report provides a good "feel" of the person being discussed; all tests administered are interpreted accurately.

"A-" Papers: All of the above are present except a few issues are omitted that appeared in the test but were not discussed, or the test did not mesh with the history.

"B+" Papers: Paper fairly well-written but not an in-depth evaluation of the person; did not integrate tests with history very well; left out issues or made mild misinterpretations.

"B" Papers: Left out salient material and did not integrate material very well; interpretations were too brief.

"B-"/"C" Papers: Interpretations were very brief, tangential, incorrect, inadequate, or faulty in other ways; did not interpret the major issues in the test; report poorly written, lacks integration with history and behavioural observations.

NOTE: (1) regarding student-administered tests: Most people will be testing normal volunteers, unless otherwise specified. Therefore this should be considered when making interpretations. Look for strengths; if pathology is seen on the test but the person shows/reports no aberrant behaviour, students should explain how these issues are being managed intrapsychically.

(2) Students who test actual clinical patients should include in their report, the current situation/behavioral problem. Also note in what context the work with this patient was done, including the relationship of the examiner to the patient.

### **Attendance**

Attendance in this course is strongly expected so as to develop a sense of how learning is proceeding. Excessive absences, as determined by the instructor, can be used to reduce a grade.

### **A Final Note on Evaluation**

The instructor reserves the right to assign or alter grades based on clinical judgement as to facility in interpreting Projective materials.

Borderline grades will be determined by class participation.

**Class 1**      *Course Introduction and overview -- multi-dimensional models of assessment: Sociological, cultural, and political considerations; the writing of psychological test reports and giving feed-back.*

Readings:      Klopfer, W.G. "Integration of Projective Techniques in the Clinical Case Study", in Rabin, A.I. *Assessment with Projective Techniques*, Chapter 8.

Levine, David. "Why & When to Test: The Social Context of Psychological Testing". In Rabin, A.I. *Assessment with Projective Techniques*, Chapter 9.

Rabin, AI. "Projective Methods: An Historical Introduction" In Rabin, AI, *Assessment with Projective Techniques*, Chapter 1.

**Class 2**      **A.** *An introduction to Projective methods, continued.*

Readings:      Brown, Laura S. "Taking Account of Gender in the Clinical Assessment Interview". *Professional Psychology Research and Practice*, 21, 12-17.

Jones, Enrico & Thorne, Avril. "Re-discovery of the Subject: Inter-cultural Approaches to Clinical Assessment". *Journal of Consulting and Clinical Psychology*, 55, 488-495.

**B.** *The Thematic Apperception Test, Including common stories elicited by the cards.*

Readings:      Holt, RR & McFarland, RL (Undated) *Thematic Apperception Test: An Analysis of the TAT Cards*. Unpublished materials.

Murray, HA (1943). *Thematic Apperception Test Manual*. Cambridge, Massachusetts: Harvard University.

**Class 3** *Interpretation of the TAT, continued.*

Readings: Karon, Bertram. In Rabin, AI, "The Thematic Apperception Test". *Assessment with Projective Techniques*, pages 93-106.

**Class 4** *A. Projective Drawings: History, Development, Administration and Interpretation (Draw-A-Person, House-Tree-Person, Kinetic-Family-Drawing). Completion of Apperceptive Measures (as necessary).*

Readings: Handouts and Packet.

Hammer, E & Rabin, A.I. "Projective Drawings", In *Assessment with Projective Techniques*, Chapter 6.

Ogden, D.P. *Psycho-diagnostics and Personality Assessment: A Handbook*, Chapter 4

**B. Projective Drawings: Their use in assessing child abuse.**

Readings: Burgess, A.W., et al. "Children's Drawings as Indicators of Sexual Trauma", in *Perspective in Psychiatric Care*, 19, pages 50-58.

Goodwin, J. "The Use of Drawings in Incest Cases", in *Sexual Abuse: Incest Victims and Their Families*, pages 47-56.

Kelly, S.J. "Drawings: Critical Communications for Sexually Abused Children", *Paediatric Nursing*, 11, pages 421-426.

Pistole, DR & Ornduff, SR (1994). "TAT Assessment of Sexually Abused Girls: An Analysis of Manifest Content". *Journal of Personality Assessment*, 63(2), 211-222.

**Case Formulation #1 DUE!**

**Class 5** *Sentence Completion techniques. The Rorschach: An Introduction to the test.*

Readings: Exner, JE (2003). Chapter 1& 2: "Introduction"; "Development of the Test: The Rorschach Systems".

Handouts and Packet.

Rabin, A.I. & Zlotogorski, Z. "Completion Methods: Word Association, Sentence and Story Completion". In Rabin, A.I. *Assessment with Projective Techniques*, Chapter 5.

**Class 6** *The Rorschach: An Introduction to the test, administering the test, and scoring the test.*

Readings: Exner, JE (2003). Chapters 3,4, & 5: ; "Controversy, Criticisms, & Decisions"; "Rorschach Administration"; and "Scoring: The Rorschach Language".

**Case Formulation #2 Due!**

**Class 7** *The Rorschach: Scoring, continued; interpretative elements.*

Readings: Exner, JE (2003). Chapters 6, 7, & 8: "Location and Developmental Quality"; "Determinants: Coding & Criteria"; and "Form Quality, Content, Populars, & Organisational Activity".

**Class 8** *The Rorschach: Scoring, continued; interpretation*

Readings: Exner, JE (2003). Chapters 9& 10: "Special Scores"; and "The Structural Summary".

**Case Formation #3 Due!**

**Class 9**      *Special Topics: Thematic Apperception Test for Urban Hispanic Children: TEMAS (Tell Me A Story); A brief review of the Roberts Apperception Test (RAT); Children's Apperception Test (CAT); and Senior Apperception Test (SAT).*

Readings:      Malgady, Robert G., Constantino, Guiseppe, and Rogler, Lloyd H. "Development of a Thematic Apperception Test (TEMAS) for Urban Hispanic Children". *Journal of Consulting and Clinical Psychology*, 52, 986-996.

Constantino, Guiseppe, Malgady, Robert G., and Vazquez, Carmen. "A Comparison of the Murray-TAT and a New Thematic Apperception Test for Urban Hispanic Children". *Hispanic Journal of Behavioural Sciences*, 3, 291-300.

Constantino, Malgady, Colon-Malgady, G., & Bailey, J. "Clinical Utility of the TEMAS with Non-minority Children". *Journal of Personality Assessment*, 59, 433-438.

#### **Case Formulation #4 Due!**

#### **Required Texts**

Exner, John (2003). *The Rorschach: A Comprehensive System, Volume I*. John Wiley & Sons.

Exner, John (2003). *A Rorschach Workbook for the Comprehensive System*. Asheville, North Carolina: Rorschach Workshops.

Ogdon, D.P. (1982). *Psycho-diagnostics and Personality Assessment: A Handbook*. Western Psychological Services: Los Angeles.

Rabin, A.I. (1981). *Assessment With Projective Techniques*. Springer: New York.

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*"Now! Now!" Cried the Queen. "Faster! Faster!" And they went so fast that at last they seemed to skim through the air, hardly touching the ground with their feet till, suddenly, just as Alice was getting quite exhausted, they stopped and she found herself sitting on the ground, breathless and giddy.*

*The Queen propped her up against a tree, and said kindly, "You may rest a little now". Alice looked around her in great surprise. "Why, I do believe we've been under this tree the whole time! Everything's just as it was!"*

*"Of course it is", said the Queen. "What would you have it?" "Well, in our country," said Alice, still panting a little, "you generally get to somewhere else - if you ran very fast for a long time, as we've been doing."*

*"A slow sort of country!" said the Queen. "Now, here, you see, it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!"*

From "Through the Looking Glass and What Alice Found There"  
by Lewis Carroll

*please to have a most excellent and **swell** summer!*