

**SYLLABUS: PERSONALITY ASSESSMENT ADULT (18:820:638) SPRING 2025
(Louis Sass, GSAPP—Rutgers University)**

(last worked on 12Jan2025)

STUDENT VERSION

NOTE: STUDENTS SHOULD HAVE COPIES OF:

R-PAS Manual: *Rorschach Performance Assessment System: Administration, Coding, Interpretation, and Technical Manual* (2011). By Meyer, G.J., Viglione, D.J., Mihura, J.L., Erard, R.E., Erdberg, P. (referred to below as *R-PAS Manual*).

Plus, optional but highly recommended: *R-PAS: Portable Form Quality Tables and Coding Guide* (Meyer et al. 2012).

**TO ORDER YOUR R-PAS MANUAL, ETC: GO TO
<https://r-pas.org/Default.aspx?nc=1>**

CLICK ON: R-PAS Products

And order for yourself the:

***Manual -- spiral-bound edition* (you may also opt instead for an electronic version)**

Use the following codes to get your 10% discount: R-PAS10

(It should cost > \$100 with the discount.)

Also, if you wish to order yourself the

***Portable Form Quality Tables and Coding Guide*,**

which is **highly recommended for purchase (but not required, and costs >\$30), then also send an email to**

Mark Lafferty or other administrator, at the following email, asking to order a copy and giving the discount code RPAS10 (you cannot order this directly from the website): manager@r-pas.org

LEARNING GOALS OF THE COURSE:

Learn to administer and interpret two major psychological tests: the TAT: Thematic Apperception Test, and the Rorschach Inkblot Test (focusing on R-PAS: Rorschach Performance Assessment System, but with an introduction also to the CS: Comprehensive System). In addition to learning the technical aspects necessary for using these tests, the student will become familiar with theoretical and clinical issues of relevance (e.g., regarding personality and cognitive style), and with issues concerning the empirical validity as well as the limitations of these tests as used in psychological practice.

This course fulfills the following APA requirement: *APA Profession-Wide Competency in Assessment*.

RESPECT FOR DIVERSITY:

This course is intended to serve students from all diverse backgrounds and perspectives—pertaining to gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture, and with diverse kinds of

learning needs. The diversity students bring to this class is viewed as a resource, strength, and benefit. Student suggestions are encouraged and appreciated.

NAMES AND PRONOUNS:

Class rosters provided to the instructor show the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. Instructor's pronouns: he/his.

NOTES re below (see also notes at end of syllabus; search ^^ below.)

Each class meeting listed below begins with: @@CLASS

Activities indicated below as "in class" are somewhat tentative; can vary from what is listed below.

Bibliographical reference information can be found at the end of this syllabus.

Students are expected to attend all class meetings, generally in person. One or possibly two absences may be allowed, but student will need to cover that material in an alternative fashion.

Instructor is generally available after class for consultation.

Additional information about assignments can be found at bottom of syllabus, preceded by signs that identify the assignment in question. Be sure to search below, as there may be more than one place that is relevant:

:: = practice TAT & meeting with instructor;

\$\$ = in-class quiz re codes;

\$\$\$ = possible in-class quiz re protocol-level variables

%% = practice Rorschach & meeting with instructor

*** = final paper, a Rorschach report.

CLASS MEETINGS, WITH ASSIGNMENTS ETC

@@CLASS 1: INTRODUCTORY CLASS

In class: Take TAT and Rorschach in class, in group administration. (*Please note:* Your responses are *for your own eyes only*; they will *not* be turned in to me or discussed in class.)

No required reading

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PART 1: THEMATIC APPERCEPTION TEST (classes #s 2, 3, 4, 5)

@@CLASS 2: INTRODUCTION: THEMATIC APPERCEPTION TEST I.

To read: ABZ (=Allison, Blatt, & Zimet, *Interpretation of Psychological Tests*), pp. 1-17, 89-110 (also recommended: pp 110-133) (includes introduction to theory and practice of psychological testing)

Schafer, TAT administration manual, unpublished, 8 pp.

Cramer, "Stories are telling" (*SPA Exchange*), 1 page

Page with three recommended TAT sequences (ABZ, NYHospital, Cramer versions) + Page with descriptions of various TAT cards (=same CANVAS item)
TAT of “Mr. Wilson”.

Begin reading Shapiro, *Neurotic Styles* (a classic work offering crucial theoretical background re. perception and attention, cognitive style, characteristic defense mechanisms, etc.: just glance through chap 1; read chapters 2 & 3 (= o-c & paranoid). (Note: you will eventually need also to read Shapiro chapters 4, 5, 6)

In class:

Discuss TAT of Mr Wilson (available on CANVAS): LAS may identify certain TAT stories to focus on. (Possible breakout groups)

Together: ~TAT of young musician (handout in class).

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@@CLASS 3: THEMATIC APPERCEPTION TEST II.

To read: ABZ, pp. 102-110 (re-read these pages)

Aronow et al (=AWR), *Practical Guide to the TAT*, pp 10, 14-25, 29-30, 31-49, 77-82, 83-91, 95-98, 104-105, 107-113 (latter pp = just the reference list).

Sass summary of AWR book.

Cramer, Phebe, *Storytelling, Narrative and the TAT* (1996), excerpts: pp. 89, 168, 274, 279, 284, 287.

Shapiro, *Neurotic Styles*, chapters 4, 5 (hysterical & impulsive)

TATs #1, #II, #IV (all online; note: we will omit #III).

Consent form (1 page)

Reminder: See Sass summary of Shapiro *Neurotic Styles*, and consider pp. 105-106 of the book (o-c and paranoid styles compared).

Rec: Schafer, Roy, “How was this story told?” pp. 114-169 of Schafer, *Projective Testing and Psychoanalysis* (= the best-known classic article on the TAT—first published *J of Projective Techniques* 1958: in some respects out-of-date, inconsistent with contemporary values in various ways). *Note: Some other classic articles are listed at the end of this syllabus.*

In class:

Discuss TAT’s #I, #II, perhaps #IV; (Possible breakout groups) [possibly discuss one or more of TATs listed for next class]

Remember: You should give a practice TAT before the 5th meeting (class #5).

Please note: There is a Consent Form online, which you should use with any subject whom you test.

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@@CLASS 4: THEMATIC APPERCEPTION TEST III.

To read: Costantino, G.; Flanagan, R.; Malgady, R.G., Narrative assessments: TAT, CAT, and TEMAS, in Suzuki et al, *Handbook of Multicultural Assessment, 2nd Ed.*, pp. 217-236 (diversity issues).

Shapiro, *Neurotic Styles*, chapters 6, (impulsive variants)
Various examples of TAT responses, including #IV (if not finished in previous class)

To do, for this week or (more likely) next week: Give a TAT to a volunteer subject.

In class:
Discuss TAT of #IV (if not finished in previous class); (Possible breakout groups)
Together: discuss ABZ ex.s of depression and hypomania/agitated depression (quickly); then TATs of ~MS, ~BD, , ~M-26, ~M-20s (last 4 are handouts in class).

NOTE: your practice TAT protocol should be COMPLETED BY NEXT CLASS (not graded). You will MEET with instructor in small group to discuss your TAT protocol. In advance of this meeting: Think through the possible significance of your TAT protocol before meeting with instructor. See ;; below for more information re preparing for this meeting re TAT.

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**@@CLASS 5:THEMATIC APPERCEPTION TEST IV (TAT concluded;
Rorschach introduced).**

TAT

To read:
Sass's summary of Schafer's diagnostic summaries re TAT (5 pages).
Note: Shapiro, *Neurotic Styles*, chapters 2, 3, 4, 5, 6 should be read by now; look these over again.

Note: for optional background readings: some classic articles on TAT are listed at the end of syllabus.

To do: Give a TAT to a volunteer, if you have not already done so.;;

In class:
Together: discuss more ex.s:~TM, ~DM, ~ED, ~HF (all shown during class time).

RORSCHACH (begin this topic):

To read:
Begin reading *R-PAS Manual* chaps 1&3, "Introduction" and "Basic Coding," pp 1-4, 31-56.

Rec: Mihura, J.L. & Meyer, G. (2018). Introduction to R-PAS. In Mihura, J.L. & Meyer, G. (Eds.). *Using the Rorschach Performance Assessment System (R-PAS)*. NY: Guilford, pp 3-22.

In class:

Together or (possible breakout groups): Discuss a Rorschach protocol (to be shown in class; view PowerPoint describing this person either before or after examining the protocol: to be decided).

NOTE: TAT protocol to be COMPLETED BY THIS CLASS (not graded); MEET with instructor outside class this week or next to discuss your TAT protocol. (Be prepared: Think through the possible significance of your TAT protocol before meeting with instructor.).

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PART II: RORSCHACH: INTRODUCTION & CODING (classes #6,7,8,9)

@@CLASS 6: INTRODUCTION TO RORSCHACH; CODING I

To read:

R-PAS Manual chaps 1&3, “Introduction” and “Basic Coding,” pp 1-4, 31-56.

Finish reading these 2 chapters by this class meeting.

HANDOUT_CODE SEQUENCE form R-PAS (in color) pdf version

HANDOUT_CODES laid out left-to-right_Screen Shot

HANDOUT_CODES&CODE SEQUENCE, R-PAS (2 pp) (Also can be found in HANDOUT_MEMORY PAGES, which = crucial pages that you need to know intimately.)

POEM_Brown, Spencer, “Rorschach Test” (=1 page poem, describing one person’s emotional response to being asked to respond to Rorschach inkblots).

To do: Code responses 1-10 in *R-PAS Manual* Chap 7 (consult also location sheet; and later: answer key & rationale—all in Chap 7).

In class: introduction to Rorschach; begin discussing Rorschach codes, using sheet listing codes plus the *R-PAS Manual*.

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@@CLASS 7: RORSCHACH CODING II

To read:

R-PAS Manual: re-read chapters 1, 3.

R-PAS Manual chap 10 “Recommendations for Interpretation,” section on “The responses process as a behavioral foundation for interpretation,” pp 330-346.

To do:

Code responses 21-35 in *R-PAS Manual* Chap 7 (use location sheet; check answer key, rationale).

In class:
Continue discussing coding, using PowerPt. (Possible breakout groups re coding examples.)

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@@CLASS 8: RORSCHACH CODING III

To read:
R-PAS Manual chap 4, pp 57-156, “Advanced Coding”: just glance into this chapter.

Merleau-Ponty, M. (2004, 1948). *The World of Perception*, Lecture 3: “Exploring the World of Perception: Sensory Objects,” pp 59-66 (= offers some theoretical background re the “lived-world” of perception, from phenomenological tradition)

Weiner, I., *Principles*, Chap 4, Projection and card pull in Rorschach responses, pp. 84-109, *especially pp 101-109* re “Common meanings of the 10 inkblots.” [Note: “pull” here does *not* = “pull” in R-PAS; here it refers to the stimulus demand of the particular inkblot, *not* to the administrative procedure of discouraging further responses. Also note: Sass summary of Weiner is available on CANVAS.]

Rec: Weiner, *Principles*, Chap 8, Conducting a sequence analysis, pp. 238-246.

To do:
Code responses 51-60 in *R-PAS Manual* Chap 7 (use location sheet; check answer key, rationale).

In class: continue discussing coding, using PowerPt; (possible breakout groups)

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@@CLASS 9: RORSCHACH CODING IV

To read:
R-PAS Manual: Continue looking at chap 4 “Advanced Coding” (not necessary to read everything, just familiarize yourself a bit with this chapter).

Rec: Weiner, *Principles*, Chap 6, Interpreting content themes, pp. 183-212.

To do:
Code responses 71-80 in *R-PAS Manual* Chap 7 (check location sheet, answer key, rationale).

In class:
Continue discussing coding, using PowerPt; (possible breakout groups).
Also: IN-CLASS UNGRADED ORAL QUIZ \$\$:
NOTE: In class session #9, there will probably be an in-class, oral quiz (ungraded) on the meaning of the different codes, excluding cognitive and thematic codes. Be sure you

understand the codes listed on the one-page list of all possible codes: you need to be able to define each code, state the main criteria for applying that code, & explain the standard interpretative or psychological meaning of that code.

For more info re in-class quiz, see \$\$ below.

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PART III: RORSCHACH: ADMINISTRATION, COGNITIVE & THEMATIC; INTERPRETATION (classes #10, 11, 12, 13)

@@CLASS 10: R-PAS ADMINISTRATION

To read:

R-PAS Manual, chap 2 “Administration,” pp 5-30.

Rec: *R-PAS Manual*, chap 5 “Advanced Clarification” pp 157-178: just glance though this a bit

HANDOUT_ADMIN R-PAS, RefSheet&Summary sheet (2+2=4 pp). (Includes phrases to memorize). Can also be found in HANDOUT_MEMORY PAGES (which = the crucial pages that you need to know intimately).

HANDOUT_ADMIN checklist for initial R-PAS admin (2 pp)

HANDOUT_ADMIN checklist for R-PAS admin (11 pp).

HANDOUT_ADMIN Recording Form R-PAS ELECTRONIC (1 p) (be sure you have this available to you during class #10)

To do:

Code responses 91-100 in *R-PAS Manual* Chap 7 (check location sheet, answer key, rationale).

In class:

Watch and discuss Admin Video provided by R-PAS website. (Available on CANVAS AS ADDITIONAL READINGS FOR CLASS #10: ADMIN VIDEO #1 w commentary, TRANSCRIPT....STARTS W “SPACE SHUTTLE”.)

Some coding examples: from case of Mary (*in this class or next*): Students see protocol & loc sheet, not code sequence initially.

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@@CLASS 11: COGNITIVE AND THEMATIC CODES; COUNTS AND CALCULATIONS INTRODUCED

To Read:

R-PAS Manual chap 3 “Basic Coding”, re-read pp 47-56 (Cognitive & Thematic codes).

R-PAS Manual chap 4 “Advanced Coding” pp 111-144 (Cognitive & Thematic).

R-PAS Manual, chapter 8, “Response Level to Protocol Level Conversion,” pp 283-298.

Sass, L. & Parnas, J. (2017). Thought disorder, subjectivity, and the self. *Schizophrenia Bulletin*, 43: 497-502 (=overview of notion of “formal thought disorder,” with emphasis on David Rapaport’s classical perspective together with phenomenology)

Piotrowski, Rorschach signs of organicity (1 page).

HANDOUT_COUNTS&CALC.S (3 pp) (includes summary page giving Formulae and Descriptions of contents of items). Also can be found in HANDOUT_MEMORY PAGES (=the crucial pages that you need to know intimately

Rec: Holzman, P.S.; Shenton, M.E.; Solovay, M.R. (1986). Quality of thought disorder in differential diagnosis. *Schizophrenia Bulletin*, pp. 360-371: recommended to skim this article.

To do:

Code responses 81-90 in *R-PAS Manual* Chap 7 (check location sheet, answer key, rationale).

3-card practice Rorschach admin: *By this class meeting, you should have given one or two 3-card practice Rorschachs (with anyone—just to get used to the procedure). A full 10-card Rorschach (with someone not too close to you) is due by class 12. You will then meet with the instructor (outside of class time) that week or in one of the next two weeks.*

See %% for notes re preparing for this Rorschach meeting..

In class:

Consider responses in several protocols with regard to cognitive or thematic codes: including ~JH, ~GW, ~CC&~LE, etc.

Discuss Counts&Calculations page.

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@@CLASS 12: RORSCHACH INTERPRETATION I (INCLUDING FINISH RE COUNTS AND CALCULATIONS)

To read:

HANDOUT: Brief GUIDE TO VARIABLES (w psy meaning xpl.d) on R-PAS Profile pages (4 pp). (*Note:* This can also be found in HANDOUT: MEMORY PAGES (these latter being the crucial pages that you need to know intimately—almost memorized).

HANDOUT_INTERPR in R-PAS 4Ss, from *R-PAS Manual* (6 pp) (= pp 323-328 of *R-PAS Manual*; 4 Ss = Scan, Sift, Synthesize, Summarize)

HANDOUT_PROGRESS EVAL form (CS or R-PAS; 1 p)

POEM_Plath, Sylvia, “Lorelei” (consider what Rorschach codes might apply)

Rec: HANDOUT_RATIONALE for Variable Inclusion & Exclusion, plus CS Variable support (6+1=7 pp). (less important: just glance this over)

Mihura, J.L. & Meyer, G. (2018), Principles of R-PAS Interpretation. In Mihura, J.L. & Meyer, G. (Eds.). *Using the Rorschach Performance Assessment System (R-PAS)*. NY: Guilford, pp 23-45.

In class:

Discuss the Counts&Calculations page (using PowerPoint), also perhaps begin introduction to Profile pages, using long PowerPoint.

To do: Full Rorschach to be FINISHED by today (not graded). MEET with instructor this week or next (individually or with fellow student(s)) re your full practice Rorschach.%%

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@@CLASS 13: RORSCHACH INTERPRETATION II (with focus on a case example: Chandra)

To read:

Glance into: *R-PAS Manual* chap 10, pp 317-377, Recommendations for Interpretation.

Re-Read: HANDOUT_INTERPR in R-PAS 4Ss, from *R-PAS Manual* (6 pp) (= pp 323-328 of *R-PAS Manual*; 4 Ss = Scan, Sift, Synthesize, Summarize)

Review Handout Memory pages (8pp), which were assigned a couple of classes ago and are on CANVAS. This Handout includes: the Code Sequence Page, Counts+Calculations, and also Brief Guide to Profile Pages. RE Code Sequence Page: you should be familiar of course with all these codes, including having some understanding of when to assign them and of what their psychological meaning is likely to be. Brief Guide to Profile Items: this offers a summary of what these various items mean; you should be becoming familiar with those as well. We will discuss these items further in class, and may use the “Progress Evaluation” form to review some of the issues at hand.

Chandra: R-PAS casebook re “Chandra”_ALL=protocol, codes, profile, R-PAS report (no counts&calc.s) (19 pp). Read this carefully, considering responses, codes, case history, pages 1&2, interpretation.

If you wish to work this case through on your own, without the official interpretation, use version not including R-PAS report, namely: R-PAS casebook_“Chandra”_protocol, codes, profile (question of psychosis)

Note that the casebook’s official interpretation of Chandra could serve as a possible model for how to structure your final paper on a Rorschach protocol.***

(To be discussed possibly in this class, though perhaps in class #14)

In class:

Discuss the more complicated variables that appear, mostly, toward the end of the Counts&Calculations page and in the Profile Summaries (assuming these were not already discussed in the previous class meeting.)

Review Counts & Calculations page, including LAS summary page re “complicated variables.”

Be prepared for (but likely to be moved to next class meeting): In-class oral, ungraded quiz on meaning of different scores on Profile pages 1&2 (go around room asking individual students to discuss a given item on one of those pages).\$\$\$

Introduce pages with definitions of Profile Page variables.

Consider case of Chandra, beginning in this class: review Case History; review coding of the more complex responses (LAS check LocSheet).

(Next class will include more Chandra, with review of protocol, of Profile Sheets, and a run-through of the overall interpretation of Chandra from Casebook.)

If time permits: Students might work through items from Clarification Phase quiz with a partner, in class (hardcopy handout, 5 sides, plus answer key, 2 sides)

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PART IV: RORSCHACH: CROSS-CULTURAL/DIVERSITY, CONTROVERSIES; COMPREHENSIVE SYSTEM (EXNER)

@@CLASS 14: RORSCHACH: CROSS-CULTURAL AND DIVERSITY ISSUES; CONTROVERSIES AND DEBATES; INTERPERSONAL DIMENSIONS (also finish re Chandra)

To read:

Mihura et al, “Why the statement ‘The Rorschach is not valid is invalid.’ R-PAS. Review *R-PAS Manual*: sections previously assigned.

Review (re-read) case of Chandra (**unless** it was discussed already in previous class)

In class:

Instructor presents re diversity and cross-cultural issues.

Presentations re these several topics (also, perhaps, re the 4Ss and re R-PAS interpretation)

Discuss case of Chandra in detail, continuing from previous class meeting (if not done in previous class meeting).

Possible: In-class oral, ungraded quiz on meaning of different scores on Profile pages 1&2 (go around room asking individual students to discuss a given item on one of those pages).\$\$\$

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@@CLASS 15 (=FINAL CLASS): INTRODUCTION TO CS: COMPREHENSIVE SYSTEM (a.k.a. "EXNER")

To read: Look over three Handout sets:

HANDOUT, CS_INTRO TO CS, for R-PAS students (31 pp).

HANDOUT, CS_LAURA case in general (11 pp)

HANDOUT, CS_LAURA RIAP Report+additions (22 pp)

In class:

Finish topics from previous class.

Introduce CS = "Exner."

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*FINAL PAPER, ON A RORSCHACH CASE TO BE DISTRIBUTED TO YOU (case to be announced) IS DUE ONE WEEK AFTER THIS 15TH CLASS MEETING (by end of that day: midnight).****

^^ = additional notes re course:

COURSE REQUIREMENTS include the following:

--Give a TAT, to be completed by **class #V**. Meet with instructor re TAT, after preparing notes on the TAT record (not graded). ;;

--Give at least one 3-card Rorschach (not coded; not graded), to be completed by **class #XI** at latest. (This is just to get used to the procedure; any volunteer subject is acceptable.)

--Give a Rorschach, and code it with R-PAS System (not graded), by **class #XII**. Meet with instructor to discuss this Rorschach protocol, and other questions.%%

--Final paper; Prepare a write-up of a Rorschach protocol (R-PAS method) that will have been handed out to you, along with the "correct" codes (your paper should be 5-8 pages long approximately, double spaced). You will need to produce a report that incorporates the qualitative etc features of the record, and integrates that with the quantitative findings. Remember: your paper should go well beyond the standard quantitative indications (see Tips below).***

Your Rorschach report is due at **end of semester** (graded; due at midnight, **one week after final class meeting**).

See *** (in several spots) for more information on this final assignment.

PLEASE NOTE:

NB (very important): Please be aware that any testing or testing reports produced during this semester are for learning purposes ONLY; they are NOT to be considered

clinically valid or placed in anyone's record. Many of you will be testing volunteers. There is a Consent Form that you should use with any subject whom you test.

If you do test a patient (which I do not recommend), your report supervised for this class is NOT to be placed in the clinical records for that patient. If you do wish to use a report for actual clinical purposes, then it would have to be overseen and approved *independently* by a supervisor at the clinical setting where the patient is being seen. This is an introductory testing course; we at GSAPP cannot yet validate your reports for professional, clinical purposes.

You should avoid testing someone whom you know at all well. A good method is for a student to recruit subjects, then trade the subjects he or she has recruited for subjects recruited by other students in the class. (An exception is the practice 3-card Rorschach; use anyone you wish for this.)

A number of lectures have been recorded and are available for asynchronous viewing; available on CANVAS site.

The instructor is typically available before and after class for questions or consultation. By appointment also.

Two books of relevance to the course are: David Shapiro, *Neurotic Styles*, and Nancy McWilliams, *Psychoanalytic Diagnosis*. Most of Shapiro's *Neurotic Styles* is required reading (see above). The McWilliams book is highly recommended as supplemental reading.

SOME TIPS:

--This course requires that you learn some technical material (Rorschach coding and interpretation). It is especially important to keep up with assignments week-by-week; otherwise you will soon find yourself out of step, confused, and unhappy.

--You will be downloading or receiving a considerable amount of copied material during the course. It will make your life easier if you set up a special filing system for this course, so that you can quickly find what you need for class or for your assignments.

;; NOTE RE MEETING WITH INSTRUCTOR TO DISCUSS FULL PRACTICE TAT THAT YOU ADMINISTERED:

The TAT need *not* be turned in prior to your meeting with me. But be sure to give yourself enough time to have gone through the record quite carefully on your own (and perhaps with other students you will be meeting with), so that you will be prepared to talk in our meeting about what interpretations you think might be appropriate. I will ask you to tell me your thoughts re the whole record, and then we will go through some of the stories together.

Use the order of the TAT cards as specified by Rapaport/Schafer; you have those listed on a page on CANVAS (New York Hospital sequence). Easiest thing will be just to use the set of TAT cards of which you already have a copy, but be sure to add a blank card at the end if there is not one there already. There is a slight difference in the set used with males versus females: Remember to omit the 4 cards that are not appropriate for the gender of the person you are testing (see list on CANVAS to figure this out).

There is nothing to hand in prior to your meeting with me. *But please have a legible copy of the TAT stories so that I can read it along with you*, and please be sure that you have thought through, as best you can, your speculations about what the stories you elicited might show about the person—considering the various aspects discussed in class and in the readings. There is no written TAT paper due, though; just the discussion with me.

You need not type the TATs; we can use your handwritten version.

\$\$:NOTE RE IN-CLASS QUIZ RE CODES AND THEIR MEANING:

As I have said, you need to be very familiar with the codes and their meaning. If you look at the list of codes all on one page, you should eventually be able to do the following with regard to each item. I use V as an example:

- 1) what does the letter stand for? (E.g., V means vista)
- 2) when do I give the code (Answer: when shading—which involves differences of lightness and darkness—is used to introduce the 3rd dimension)
- 3) what does the code "mean" psychologically? (Answer: Vista suggests prominence of a kind of self-consciousness [acute awareness of self as a standpoint or a perspective on the world], which is described in some of the Rorschach literature as "introspectiveness," and which is often associated with feelings of separation or isolation, and thus is potentially dysphoric.)
- 4) the "missing link," which means *why* that visual phenomenon would have that psychological meaning it supposedly has. (Answer: because introducing the third dimension implies a more acute awareness of where one stands, of one's own standpoint on the world; and because such an awareness introduces a kind of epistemological complexity or sophistication, but also goes along with a sense of separation from that *of which* one is aware, etc etc – point exemplified in the arts by linear perspective in Renaissance painting [indicating a new "humanism" in Western culture], and by works such as the photographs of Robert Frank in 1950s American [which illustrate a mood of isolation and even alienation—as explained in a class meeting])

So, ultimately, you will want to be able to generate something like the above with regard to each of the determinant codes (and some of the other codes as well).

\$\$\$: NOTE RE A POSSIBLE IN-CLASS QUIZ RE PROTOCOL-LEVEL VARIABLES AND THEIR MEANING:

You should be able to identify the following when told a code: What is the full name of the variable? What are the components of the variable? What is the psychological significance of the variable?

%% : NOTE RE RORSCHACH MEETINGS WITH INSTRUCTOR:

Your Rorschach protocol need *not* be turned in prior to your meeting with me. But be sure to give yourself enough time to have gone through and coded the Rorschach record quite carefully on your own, so that you will be prepared to talk in our meeting about what codes as well as interpretations you think might be most important for us to discuss together. I will first ask you to tell me your thoughts re the whole record, and then we will go through many of the responses together.

If you use a copy of the Rorschach inkblots borrowed from the clinic, please remember: you should not keep out a Rorschach set from the clinic for more than a few days.

There is nothing to hand in prior to your Rorschach meeting with me. But please bring an extra copy of the Rorschach protocol so that I can read it along with you, and please be sure that you have thought through the question of what you think the Rorschach responses might indicate about the person; you might consider in advance which responses you think it would be most fruitful to discuss. There is no written paper due on this protocol; just the discussion with me. You need not type it up; we can use your handwritten version.

*** NOTE RE FINAL PAPER/REPORT:

AT END OF SEMESTER (7 days after final class meeting), TURN IN paper on a Rorschach protocol that will have been handed out to you, along with the “correct” codes and the Profile Pages. Length = 5-8 pages, double spaced.

Be sure to include both a qualitative consideration of individual responses, perhaps including some attempt at “sequence analysis” of some individual responses, and also your interpretation of the quantitative scores as they show up in the Profile Pages. Your paper should offer an overview of the most salient features of the protocol. See below *** (again) for more guidelines re this paper. The paper should be double-spaced. Please submit your paper as a standard WORD document; **do NOT send me a pdf**, as I will need to be able to write my comments directly into your paper. Send paper to the following email address: lsass@gsapp.rutgers.edu.

(See below for more information on this assignment.) *Note: Paper due 7 days after final class meeting—by the end of that day, midnight.)

*** ADDITIONAL NOTE RE FINAL WRITE-UP OF A RORSCHACH PROTOCOL:

There is no single way to do this assignment well, but here are a few suggestions to bear in mind:

Try to offer some discussion of qualitative features of some of the specific responses. Consider also whether you might have something interesting to say about sequence analysis (e.g., possible psychodynamic interpretation of two or more responses offered in a row—which could be within a given card or across two or more cards). Please try to consider also whether there might be anything about the scores on the Profile Page that could be misleading, in the sense of not corresponding to the standard meanings of those scores—and if so, say why. In general, try to write your report in a way that is easily comprehensible, and that makes sense to you. That is: avoid too much Rorschach jargon, but at the same time, try to indicate what it is about the Rorschach responses that warrant the interpretations you offer. Psychological reports in many clinical settings will sometimes make little reference to the actual data, but in the case of this assignment, I do want you to indicate the empirical bases of your interpretations, either explicitly in your text or by including the variable on which your interpretation is based in a parenthesis. Also, it is often a good idea to include some brief illustrative quotations in the body of your paper (these can be as short as a phrase or a sentence). Try (without going to an obsessive extreme) to indicate that you know *why* you are offering the interpretations you offer (as opposed to simply regurgitating phrases that you have picked out from the R-PAS manual etc). Include in your report a brief summary of the client and their presenting problem, and also a summarizing paragraph that gives a quick overview of the most significant findings (at beginning or end, or perhaps lead with something very general and then sum up at the end).

***** Please do *not* turn in a paper that simply regurgitates, with merely cosmetic or stylistic changes, the standard, quantitative based R-PAS interpretations.**

And to repeat: you **MUST** indicate the empirical basis of your claims (i.e., by indicating which structural summary score is relevant to what you claim, or which particular response supports your claim).

Please email your paper to: lsass@gsapp.rutgers.edu

Please give the attachment containing your paper a label as follows: your last name, first name, Rorschach paper; as in the following example: Smith, John_Rorschach paper. Your paper should be **DOUBLE SPACED**, and the pages should be numbered. Paper should be 5-7 pages long, double spaced. Send a standard **WORD** document; *it should **not** be a pdf.*

APPENDIX: REFERENCE INFORMATION RE COURSE READINGS:

Allison, J., Blatt, S., Zimet, C. (1988). *The Interpretation of Psychological Tests*. Washington DC: Harper & Row. (=ABZ)

Aronow, E., Weiss, K.A., Reznikoff, M. (20010). *A Practical Guide to the Thematic Apperception Test*. Philadelphia: Brunner/Routledge. (=AWR)

Brown, Spencer (1982), "Rorschach Test," poem in *Sewanee Review*, Autumn 1982, pp. 514-515.

Costantino, G.; Flanagan, R.; Malgady, R.G., Narrative assessments: TAT, CAT, and TEMAS, in Suzuki, L.A., Ponterotto, J.G., and Meller, P.J., (2001), *Handbook of Multicultural Assessment, 2nd Ed.*, San Francisco: Jossey-Bass, pp. 217-236.

Cramer, Phebe (1996), *Storytelling, Narrative and the Thematic Apperception Test*. New York: Guilford.

Cramer, P. (1999). "Stories are telling" *SPA Exchange*, 8, 5-7.

Exner, J. (2001). *A Rorschach Workbook for the Comprehensive System, 5th edition*. Asheville NC: Rorschach Workshops.

Exner, John (2003). *The Rorschach: A Comprehensive System, Vol 1: Basic Foundations and Principles of Interpretation, 4th Edition*. Hoboken NJ: Wiley.

Holzman, P.S.; Shenton, M.E.; Solovay, M.R. (1986). Quality of thought disorder in differential diagnosis. *Schizophrenia Bulletin*, 12: 360-371.

Meyer, G., Viglione, D.J., Mihura, J.L., Erard, R.E., Erdberg, P. (2010). *Rorschach Performance Assessment System: Administration, Coding, Interpretation, and Technical Manual*. Toledo Ohio: Rorschach Performance Assessment System, LLC.

Schafer, Roy (1967). *Projective Testing and Psychoanalysis: Selected Papers*. New York: International Universities Press.

Schafer, R. (1954). *Psychoanalytic Interpretation in Rorschach Testing: Theory and Application*. New York: Grune & Stratton.

Shapiro, D. (1965). *Neurotic Styles*. New York: Basic Books.

Weiner, I.B. (2003), *Principles of Rorschach Interpretation, Second Edition*. Mahway, NJ: Erlbaum.

Weiner, I., Age, gender, and cross-cultural considerations in interpretation, in Weiner, Principles (Chap 2), pp. 44-56.

BACKGROUND (not required) READINGS RE DIVERSITY& RORSCHACH:

Ritzler, B. Multicultural usage of the Rorschach. In Suzuki, L.A., Ponterotto, J.G., Meller, P.J. (Eds.) (2001), *Handbook of Multicultural Assessment, 2nd ed.*, San Francisco: Jossey-Bass, pp. 237-252.

Dana, R. Clinical diagnosis of multicultural populations in the United States. In Suzuki, L.A., Ponterotto, J.G., and Meller, P.J., (2001), *Handbook of Multicultural Assessment, 2nd Ed.*, San Francisco: Jossey-Bass, pp. 101-131.

Suzuki, L. A.; Ponterotto, J. G.; Meller, P.J. Multicultural assessment: Trends and directions revisited. In Suzuki et al (2001), 569-574.

BACKGROUND READINGS RE RORSCHACH CONTROVERSIES:

Sass summary of

Wood, J.M., Nezworski, M.T., Lillienfeld, S.O., Garb, H.N. (2003). *What's Wrong with the Rorschach: Science confronts the controversial Rorschach Test*. San Francisco: Jossey-Bass.

(2003), chapter 9 (= pp. 217-255, 363-371 of *What's Wrong...*; you need only read my summary of this particular chapter).

Recommended:

Weiner, I., *Principles* (2003), Psychometric foundations of Rorschach assessment (Chap 1) pp. 23-31.

Weiner, I.; Spielberger, C.D. & Abeles, N. (2002). Scientific psychology and the Rorschach Inkblot Method. *The Clinical Psychologist* 55: 7-12.

Recommended: Board of trustees (2005). The status of the Rorschach in clinical and forensic practice: An official statement by the Board of Trustees of the Society for Personality Assessment, *Journal of Personality Assessment* 85: 219-237.

Introduction to R-PAS, either in this class or the following. Reading to be announced. Source of information is Meyer et al (2011).

BACKGROUND READINGS RE THE TAT, CLASSIC ARTICLES:

Here are listed some background readings on the TAT (*not* required), for those who might be interested in consulting some classic articles:

Bellak, L. The TAT in clinical use, in Abt, L.E. and Bellak, L. (eds.) (1950)., *Projective Psychology*, New York: Knopf, pp. 185-229.

Holt, R., The TAT, in Anderson, H.H. and Anderson, G.L. (eds.) (1951)., *An Introduction to Projective Techniques*, New York: Prentice-Hall, pp. 181-229.

Schafer, Some applications of contemporary psychoanalytic theory to projective testing, in Schafer, *Projective Testing and Psychoanalysis*, pp. 15-24.

Murray, H. (1971). *Thematic Apperception Test Manual*, Cambridge MA: Harvard University Press, mimeographed.

Holt, R. *An analysis of the TAT cards*, unpublished, mimeographed copy.

GSAPP Online Catalogue Description: 18:820:638 [and 18:820:639] - Personality Assessment: Adult

An introduction to the major "projective" techniques used in the psychological assessment of adults: the Thematic Apperception Test and the Rorschach Inkblot Method. The main focus will be on learning to administer, code (in the case of the Rorschach), and interpret these tests; and, more generally, to understand their relevance for developing a complex grasp of personality structure and dynamics. Some individual supervision is provided.

APPENDIX: STATEMENTS ON DISABILITIES AND ACADEMIC INTEGRITY:

Rutgers mandated statement on Academic Integrity:

<https://academicintegrity.rutgers.edu/sites/default/files/pdfs/current.pdf>

Required Rutgers statement on Accommodation:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations,

a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/getting-registered>

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