



Department of Clinical Psychology

Edward Porter Eagen, Psy. D.

[epeagan@gmail.com](mailto:epeagan@gmail.com)

603-357-3122

## **PY 816 METHODS OF PSYCHOLOGICAL ASSESSMENT II COURSE SYLLABUS**

Spring 2017

Mondays: 4:30 p.m. – 7:15 p.m.

### **Overview:**

This course is the second of a two-course sequence designed to teach students how to administer and interpret psychological tests. During this semester, personality testing will be the focus of concentration. Students will be taught the Rorschach Process Assessment System (R-PAS) administration, scoring, and interpretation. An introduction to the alternative and older Comprehensive System (CS) for Rorschach Inkblot Method will be integrated into the core course content at times throughout the semester. The Rorschach/RPAS will be the main focus of the semester. Other instruments and methods, such as the House-Tree-Person Drawing, TAT, and Roberts Apperception Test 2<sup>nd</sup> Edition (RAT2), will also be reviewed, time permitting. Finally, students will learn to integrate data from various sources in order to develop clinical formulations and present them in report form.

### **Methods:**

A variety of didactic models will be used. Lectures, discussions, demonstrations, case presentations, and in-class practice will be employed. Students will also engage in practice outside the classroom by recruiting volunteers to serve as subjects for test administration. Rosalyn DeVincentis, our teaching assistant, will be available on class days and by e-mail for assistance and guidance.

### **Primary Competencies**

#### **Assessment**

#### **Ethical and Legal Standards**

## **Communication and Interpersonal Skills**

### **Professional Values, Attitudes, Behaviors**

#### **Student Learning Outcomes**

1. A **basic to intermediate** proficiency in RPAS administration
2. An **intermediate** proficiency in RPAS scoring.
3. A **basic** proficiency in RPAS interpretation.
4. A **basic** proficiency in Rorschach report writing.
5. An awareness of other personality assessment tools including The Thematic Apperception Test (TAT), House Tree Person Drawing Test (HTP), Roberts Apperception Test 2<sup>nd</sup> Edition (RAT2).
6. An understanding of cultural and linguistic issues related to the Rorschach and personality assessment in general.

#### **Evaluation of Learning Outcomes**

Students will be required to document their learning in four ways: 1) demonstrating a familiarity with and understanding of the assigned readings during class discussions, 2) providing an oral presentation of an approved *subtopic* in professional ethics (e.g. HIV and duty to warn), including a clinical vignette, and 3) writing a paper on the same topic in professional ethics, that looks at a specific issue in greater depth than the assigned readings, 4) participation in ethical dilemma vignette discussions.

1. ***Class Discussion*** - You will be asked to participate in an active discussion about readings and demonstrations covering R-PAS administration, coding and interpretive procedures as the semester progresses.
2. ***Assignments*** - Administration of one brief introductory Rorschach exercise (three cards) and three full (3) Rorschachs. Score three (3) protocols that will be provided by the instructor.
3. ***Written Reports*** – Interpret and write-up three (3) protocols that will be provided by the instructor. For the first, a set of inferences based on the interpretive sequence will be written and turned in and integrated with historical information. For the second, a narrative report of RPAS findings integrated with historical information will be written and turned in. A third interpretive write-up will be a much more thorough demand, integrating the Rorschach results and interpretation with your feedback-emended

WAIS-IV report (Mercy Nadir) completed in the previous semester. ***The final paper will be due on or before the end of the final day of class.***

**4. *Fable Feedback Presentation*** – You will be required to do an oral presentation of your paper. Do not just read your paper. Rather do a presentation, facilitate a discussion or both addressing the subtopic you've written about.

In addition, regular attendance and **ACTIVE** participation are expected, as is timely submission of assignments. Extensions will only be granted under extraordinary circumstances.

### **Student Disability Services:**

*In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Antioch New England does not exclude or discriminate against otherwise qualified students with disabilities. Those with documented disabilities, diagnosed by a qualified professional, and disclosed to the Director for Student Disability Services, may request and be accorded reasonable accommodations that will allow them to participate in the institution's programs and services.*

*For more information and support, please contact the Director of Student Disability Services, Fran Ziperstein, [fziperstein@antioch.edu](mailto:fziperstein@antioch.edu). Fran's office is across the hall from Conference Room C.*

### **Required Texts:**

Meyer, G.J., Viglione, D.J., Mihura, J.L., Erard, R.E., & Erdberg, P. (2011). Rorschach

Performance Assessment System: Administration, coding, interpretation and technical manual. Toledo, OH: Rorschach Performance Assessment System, LLC.

### **Required Articles:**

Mihura, J. L., Meyer, G. J., Dumitrascu, N., & Bombel, G. (2012). The validity of individual Rorschach variables: Systematic reviews and meta-analyses of the comprehensive system. *Psychological Bulletin*. Advance online publication. doi: 10.1037/a0029406

Tharinger, D. J., Finn, S. E., Hersh, B., Wilkinson, A., Christopher, G. B., & Tran, A. (2008). Assessment feedback with parents and preadolescent children: A collaborative approach. *Professional Psychology: Research and Practice*, 39, 600–609.

Tharinger, D. J., Finn, S. E., Wilkinson, A., DeHay, T., Parton, V. T., & Bailey, K. E. (2008).

Providing psychological assessment feedback to children through individualized fables.  
Professional Psychology: Research and Practice, 39, 610–618.

### **Course Outline:**

#### **Week 1** (January 9, 2017)

Introduction to Personality Assessment and Rorschach Inkblot Test.

Reading: RPAS Chapter 1.

#### **Week 2** (January 23, 2017)

Principals and Procedures for Rorschach Administration including R-Optimized.

Reading: RPAS Chapters 2, 3 & 12.

#### **Week 3** (January 30, 2017)

RPAS Scoring.

Reading: RPAS Chapters 4-6.

#### **Week 4** (February 6, 2017)

Rorschach Scoring.

Reading: None.

**Due: Brief Rorschach Administration Due, Scoring Exercises R#1–R#37 (p. 256).**

#### **Week 5** (February 13, 2017)

Rorschach Scoring and the Web-based System.

Reading: RPAS Appendix G.

**Due: First Scored Protocol Due (instructor given)**

#### **Week 6** (February 20, 2017)

Rorschach Scoring.

Reading: None.

**Due: First Full Administration, Scoring Exercises R#38–R#62**

#### **Week 7** (February 27, 2017)

Rorschach Scoring/The Structural Summary

Reading: RPAS Chapter 8

**Due: Second Scored Protocol, Scoring Exercises R#63–R#100**

#### **Week 8** (March 13, 2017)

Recommendations and Interpretations.

Reading: RPAS Chapter 10

**Due: Second Full Administration**

**Week 9** (March 20, 2017)

Rorschach Interpretation and Thematic Analysis

Reading: None.

**Due: Third Scored Protocol Due (instructor given)**

**Week 10** (March 27, 2017)

Report Writing and Clinical Illustrations

Reading: RPAS Chapter 11

**Due: Third Administration**

**Week 11** (April 3, 2017)

Rorschach Interpretation; Report Writing

Readings: None.

Group Interpretive exercise with Mercy Nadir Protocol

Hand out Protocol 24 for interpretation

**Week 12** (April 10, 2017)

Rorschach Interpretation/Report Writing

Reading:

Garb, H.N., Wood, J.M., Lilienfeld, S.O. & Nezworski, M. T. (2002). Effective use of projective techniques in clinical practice: Let the data help with selection and interpretation. *Professional Psychology: Research and Practice*, 33, 5, 454-463.

Mihura, J.L., Meyer, G.J., Dumitrascu, N., & Bombel, G. (2012). The validity of individual rorschach variables: Systematic reviews and meta-analyses of the comprehensive system. *Psychological Bulletin*. Advance online publication.

Hand out Protocol 140 for Interpretation

**Due: First Interpretive "report"**

**Week 13** (April 17, 2017)

Fables and Feedback and/or Distinguished Guest Speaker TBD

Readings:

Tharinger, D.J., Finn, S.E., Hersh, B., Wilkinson, A., Christopher, G.B., & Tran, A. (2008). Assessment feedback with parents and preadolescent children: A collaborative approach. *Professional Psychology: Research and Practice*, 39, 600-609.

Tharinger, D.J., Finn, S.E., Wilkinson, A., DeHay, T., Parton, V.T., & Bailey, K.E. (2008). Providing psychological assessment feedback to children through individualized fables. *Professional Psychology: Research and Practice*, 39, 610-618.

Hand out Protocols for Fable-Making

**Due: Second Interpretive “report”**

**Week 14** (April 24, 2017)

**Fable-Time**

R-Pas review and Comparison/Projective Testing: Introduce TAT, RAT, Drawings.

**Week 15** (May 1, 2017)

Course Evaluations and Wrap up!

**Due: Final Paper**