Assessment I: Cognitive and Personality Testing  
Course # 80108.14427  
Fall, 2011

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**Day & Time:** Thursdays 2:00-4:00p.m.  
**Office Hours:** By appointment

**Course Description:**  
This is the first semester of a three-semester-long approach to the psychological understanding of adult and child patients through psychological testing.

**Course Objectives:**  
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 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 (Stephen Anen, Jane Caflish, Jason Royal and Patricia Yoon) 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.

Requirements and Grading:

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 Dec. 15th. I don’t accept late papers.

Grading:

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

Grading will reflect the following scale:

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<th>Outstanding work</th>
<th>Quality Work</th>
<th>Competent work</th>
<th>Not yet Competent</th>
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<tr>
<td>A+</td>
<td>A or A-</td>
<td>B+, B or B-</td>
<td>C+ - F</td>
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Required Texts:


**Weekly Reading Assignments and Class Topics:**

**Week 1: Why test?** Principles, Controversies, Pragmatics, and a Historical Perspective on the assessment process through psychological test methods.  
**Objectives:** (1) To provide a conceptual base for the use of psychological testing (2) To place the testing process in historical context

**Weeks 2 & 3: The WAIS-IV: Clinical Implications – how can a test of cognitive performance be linked more thoroughly with the overall assessment of personality**  
**Objectives:** (1) To review the importance of each subtest to the overall assessment of cognitive functioning (2) To provide a means for linking cognitive performance to the larger assessment of psychological functioning.

**Weeks 4 & 5: The TAT – the use of clinical narratives under “morbid” conditions to aid in the assessment process**  
**Objectives:** (1) To present an analysis of the TAT procedure (2) To link this procedure to a broader understanding of narrative processes in health and pathology.

**Weeks 6 & 7: The SCT, APT, & HTP Tests – using the mid-range of projective test methods, the Sentence Completion, Animal Preference and House Tree Person tasks, to further assess the quality of affective and cognitive performance.**  
**Readings:** Exercises to be distributed in class.
Objectives: (1) To demonstrate the utility of these three “mid-level” projective measures (2) To coordinate these type of findings with the Rest of the clinical battery of tests.

Weeks 8, 9 & 10: Rorschach scoring and administration – studying the Rorschach from developmental, cognitive and dynamic frameworks to further enhance the assessment process.


Objectives: (1) To teach both the Klopfer and Exner scoring methods, with the Klopfer methodology used as a conceptual base and the Exner methodology as the procedural base for utilizing the Rorschach method (2) To integrate scoring with clinical process via multiple case examples and (3) To begin the process of helping students translate test data to phenomenologically meaningful observations about patients.

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

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

Objectives: (1) To use the test report as a concrete means of operationalizing what was learned throughout the semester through a literate, experience-near integration of test data.