Assessment IV: Advanced Cognitive and Personality Testing  
Course # 80103.95733  
Spring, 2011

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Day & Time: Wednesdays 9:45 – 11:45 a.m.
Office Hours: By appointment

Course Description:
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, Exner) 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.

Course Objectives:
By the end of the semester, students will:
(1) score reliably each of the new scales taught across the three measures and
(2) be able to contextualize these scoring systems into a clinical test report.

Requirements and Grading:
Final 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 of the subject’s protocol. The assignment will be given out on the last day of class and returned in one week.

30% in-class scoring exercises; 10% class participation and 60% take-home final
Grading will reflect the following scale:

<table>
<thead>
<tr>
<th>Outstanding Work</th>
<th>Quality work</th>
<th>Competent Work</th>
<th>Not yet Competent</th>
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<tbody>
<tr>
<td>A+</td>
<td>A or A-</td>
<td>B+, B or B-</td>
<td>C- F</td>
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Weekly Reading Assignments and Class Topics:

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

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.

Objectives: (1)Refresh students’ memory and integration of basic Rorschach scoring and conceptual paradigms

Weeks 3 – 6: Advanced scoring of object relations (MOA & Krohn scales)
Cases: B1 & B2


7) Coates, S. & Tuber, S. *The Representation of Object relations in the Rorschachs of feminine boys*, pp. 655-664;


9) A. Krohn & M. Mayman, *Object representations in dreams and projective tests*, Bull. Of the Menninger Clinic, 1974, 445-466


Assignment: Written exercise on scoring of MOA & Krohn Scales

Objective: Competence in scoring the two scales and linking them to overall clinical case assessment

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

**Cases:** 70668 & 30692

**Readings:**

1) H. Friedman, *Perceptual regression in schizophrenia*, JPA, 1953, 171-185.


**Objective:** Competence in scoring both scales and beginning ability to integrate these findings into overall clinical assessment

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

**Case:** G.L.

**Objective:** Competence in using Rorschach summary data to derive meaningful hypotheses on clinical functioning

**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)

**Assignment:** Written exercise on scoring of Early Memories Scales

**Objective:** Competence in scoring Early Memories and beginning ability to link EM findings to Rorschach and TAT data.

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

**Case:** 8/11/99

Assignment: Written exercise on scoring of Thompson Affect Maturity Scale
Objective: Competence in scoring AMS and integration with rest of scales taught this semester.