

**COURSE APPROVAL DOCUMENT**  
Southeast Missouri State University

Department: Psychology

Course No. PD658

Title of Course: Projective Personality Assessment

Date: August 1, 2015

Please check:  New  
 Revision

I. Catalog Description (Credit Hours of Course): This course involves understanding commonly used projective tests and how to score and interpret them (2)

II. Co- or Prerequisite(s):  
Prerequisites: PD522, PD541, PD652

III. Purposes or Objectives of the Course (optional):

- 1) Development of basic skills in administration and scoring of several tests.
- 2) Understanding the theoretical background and appropriate uses of projective tests.
- 3) Understand how to integrate test data into case conceptualization and report writing.

*Add additional Objectives as needed*

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will interpret a thematic test using traditional and contemporary systems.
- 2) The student will explain the background of a projective test and current empirical evidence about its reliability and validity.
- 3) The student will describe how test data may be integrated into case conceptualization and report writing.

*Add additional SLOs as needed*

V. Optional departmental/college requirements:

- A.
- B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. See syllabus.
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

Signature: \_\_\_\_\_  
Chair

Date: \_\_\_\_\_

Signature: \_\_\_\_\_  
Dean

Date: \_\_\_\_\_

**PONCE HEALTH SCIENCES UNIVERSITY  
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

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**SYLLABUS**

<b>COURSE TITLE</b>	Projective Assessment of Personality
<b>CODING</b>	PSY 658
<b>CREDIT HOURS</b>	2 credits
<b>CONTACT HOURS</b>	30
<b>PREREQUISITE</b>	PSY 522, PSY 541, PSY 652
<b>PROFESSOR</b>	
<b>TEACHING ASSISTANT</b>	
<b>OFFICE HOURS</b>	
<b>EMAIL ADDRESS</b>	
<b>SEMESTER</b>	\

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**COURSE DESCRIPTION:**

Projective assessment techniques are frequently used in clinical contexts as a diagnostic tool. Three types of projective techniques are most popular within Psychology and have been subjected to different degree of empirical scrutiny. These are the inkblot, the thematic, and the paper and pencil tests. This course will focus on the thematic and paper and pencil tests. Students interested in exploring the Rorschach method have an opportunity to register in a course specifically designed to learn this technique. The thematic tests to be presented through the course are; Thematic Apperception Test and the Children Apperception Test. The Koppitz method will be emphasized for the scoring and interpretation of the Draw a Person Test. Different scoring and interpretation systems will be presented for the Thematic and for the Paper and Pencil Tests. This approach will allow students to learn methods that are evidence based that are most likely to yield valid and reliable results.

**SPECIFIC OBJECTIVES**

By the end of the course the student will:

- Demonstrate basic skills in the administration and interpretation of the Thematic Apperception Test and Children Apperception Test.
- Utilize traditional and contemporary systems for the interpretation of the thematic tests and paper and pencil tests.
- Appreciate the background of the different projective tests covered in class including the thematic tests and the paper and pencil tests
- Have an in-depth understanding of the traditional scoring systems available for the TAT.
- Administer and interpret TAT & CAT protocols obtained from children, adolescents, and adults.
- Integrate test data for the purpose of conceptualizing cases and for report writing.

**COURSE OUTLINE BY TOPICS**

- I. Introduction
  - a. Discussion of course syllabus and requirements
  - b. General introduction to projective techniques
  
- II. The Thematic Apperception Tests: TAT, CAT
  - a. Background and development
  - b. Overview of materials, administration and scoring

Readings for next session: From Textbook 1: Bellak. Chapters 1 & 2.

- III. Use of TAT in clinical practice: Systems of interpretation (Bellak, L., Dana,R.)

Readings for next session: From Textbook 1: Bellak. Chapters 3 & 4  
Book Chapter: Richard H. Dana. Clinical diagnosis and Objective TAT Scoring

IV. Other systems of interpretation – Object Relations

Readings for next session: From Textbook 1: Bellak. Chapter 11

Barends,A., Westen, A., et al., Assessing Affect–Tone of Relationship Paradigms From TAT and Interview Data

Westen, D., Lohr, N., Silk, K. R., Gold, L.,& Kerber, K.(in press). Object relations and social cognition in borderlines, major depressives, and normals: A TAT Analysis.

- V. The Children Thematic Apperception Test
  - a. Interpretation systems: Bellak, L
  - b. Interpretation systems: Chandler,
  - c. Reporting results from thematic tests

Readings for next session: From Textbook: Bellak. Chapter 14 & 16

Chandler, L. Interpretation System.

- VI. The Children Thematic Apperception Test
  - a. Interpretation and case studies
  - b. Report writing of TAT & CAT test material

Readings for next session: On Paper and Pencil test: Koppitz Chapters 1 - 3

- VII. Paper and Pencil projective tests
  - a. Draw a person – Koppitz System
  - b. Kinetic Family Drawing (to be presented in course laboratory)

Readings for next session: Textbook : Koppitz Chapters 1, 2, 4, 5

- VIII. Scoring and Interpretation of Paper and Pencil tests
  - a. Different Paper and Pencil Tests
  - b. Methods available for scoring and interpretation
- IX. Integration of findings from projective tests
- X. Report writing for personality assessment

**Final Test.**

**TEACHING STRATEGIES AND ACTIVITIES**

The main activity of this assessment class is the acquisition of skills in the administration, scoring and interpretation of the projective techniques, especially the Rorschach and the thematic tests. You will have ample opportunity to practice the techniques learned through the Projective Techniques Practicum to be taken simultaneously with this course.

**RESOURCES**

1. Library resources
2. Demonstration of basic assessment processes pertaining to the tests covered through the course.
3. Lectures and other didactic techniques produced by the Professor.

**STUDENT’S EVALUATION CRITERIA AND GRADING SYSTEM:**

Evaluation Criteria	%
Written Test I - Mid Term Quiz – Covering scoring and basic interpretation component of the TAT & CAT	40%
Written Test II - Final Test – Interpretation of TAT, CAT and DAP.	60%
<b>TOTAL</b>	<b>100%</b>

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The Practicum grade will be separate from the courses grade. It is a pass/fail designation to be determined by the Practicum Professors according to the Evaluation Criteria specific to the practicum.

## **OTHER IMPORTANT INFORMATION**

### Diversity Statement

Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis) Abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

### Request for Reasonable Accommodations

Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

### Attendance Policy

After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

### Honor Code Reminder

Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

### Note

This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

## **REQUIRED TEXTBOOKS**

Bellak, L. (1993). *The Thematic Apperception Test, The Children’s Apperception Test and The Senior Apperception Technique in Clinical Use*. Boston: Allyn and Bacon.

Koppitz, E.M. (2007). *El Dibujo de la Figura Humana en los Niños*. 12ª Edición. Buenos Aires: Editorial Guadalupe.

Optional:

Jenkins, S.R. (Editor) (2008). *A Handbook of Clinical Scoring Systems for Thematic Apperceptive Techniques*. New York: Lawrence Erlbaum Associates

## **BIBLIOGRAPHY**

Avila-Espada, A. (2000). Objective scoring of the TAT. In R.H. Dana. (Ed). *Handbook of Cross-Cultural and Multicultural Personality Assessment*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers. p. 465-480

- Barends, A., Westen, A., Leigh, J., Silbert, D., Byers, S., (1990). Assessing Affect–Tone of Relationship Paradigms From TAT and Interview Data. *Psychological Assessment: A Journal of Consulting and Clinical Psychology* Vol. 2, No. 3, 329-332
- Butcher, B.N., & Rouse, S.V. (1996). Personality: Individual Differences and Clinical Assessment. *Annual Review of Psychology*, *47*, 87-112.
- Bellak, L. (1993). The Thematic Apperception Test, The Children's Apperception Test and The Senior Apperception Technique in Clinical Use. Boston: Allyn and Bacon.
- Hernández, C. (2004). Psicodiagnóstico a través del Dibujo de la Figura Humana. República Dominicana: Mediabyte, S.A. ISBN 99934-33-93-4
- Lilienfeld, S.O., Wood, J.M., & Garb, H.N. (2001). What's Wrong with this Picture? *Scientific American*. On line, URL: <http://www.sciam.com>.
- Teglasi, H. (2008). Essentials of TAT and other storytelling techniques assessment. New York: Wiley, John & Sons Inc. E-Book
- Teglasi, H. & Kaufman, A.S. (2001). Essentials of TAT and other storytelling techniques assessment. New York: Wiley, John & Sons Inc.
- Tibon, S. & Blumberg, H.H. (2000). The Affective Dimension of Response Elicitation Data: A Projective Measure. *The Journal of Psychology*, *134*, 12, 185-193.
- Westen, D., Lohr, N., Silk, K.R., Gold, L., Kerber, K. (1990). Object Relations and Social Cognition in Borderlines, Major Depressives, and Normals A Thematic Apperception Test Analysis *Psychological Assessment: A Journal of Consulting and Clinical Psychology*. Vol. 2, 355-364
- Westen, D. ( ). Social cognition and object relations. *Psychological Bulletin*, ,
- Westen, D., & Barends, A. (1988). Manual for coding affect–tone of relationship paradigms from interview data. (Unpublished manual.)
- Westen, D., Lohr, N., Silk, K. R., Gold, L., & Kerber, K. (in press). Object relations and social cognition in borderlines, major depressives, and normals: A TAT Analysis. *Psychological Assessment: A Journal of Consulting and Clinical Psychology*,
- Westen, D., Ludolph, P., Lerner, H., Ruffins, S., & Wiss, C. (1990). Object relations in borderline adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, *29*, 338-348.
- Westen, D., Silk, K., Lohr, N., & Kerber, K. (1985). Object relations and social cognition: TAT scoring manual. (Unpublished manual.)

## APPENDIX

### INSTITUTIONAL ATTENDANCE POLICY

Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students' professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

### PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM

There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster's college Dictionary plagiarism is: *"the unauthorized use of the language and thoughts of another author and the representation of them as one's own. 2. something used and represented in this manner"*.

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:

- a. Using words or thoughts of authors without giving due credit.
- b. Presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
- c. Taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
- d. Not using quotation marks to identify the exact words of an author.
- e. Taking information from Internet without citing the source.
- f. Buying papers from the Internet or from other sources.
- g. Using another student's paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.

CLINICAL PSYCHOLOGY PROGRAM

ACKNOWLEDGEMENT OF RECEIPT OF COURSE SYLLABUS  
AND  
PLAGIARISM POLICY

I hereby acknowledge receipt of the course syllabus and of the plagiarism policy of the course. I certify by signing this page that I will abide by such policy. I also state explicitly my understanding that no circumstance justifies my using of other people's ideas or writings without due recognition of their ownership.

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Student's Signature

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Date

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All students must return this page with their signature to the professor.