

**COURSE APPROVAL DOCUMENT**  
Southeast Missouri State University

Department: Psychology \_\_\_\_\_

Course No. \_\_PD688

Title of Course: \_\_Personality Assessment Practicum\_\_\_\_\_

Date: August 1, 2015\_\_

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Please check: X  New  
 Revision

I. Catalog Description (Credit Hours of Course): Students learn the administration, scoring, and interpretation of various projective techniques, along with report writing and appropriate feedback. (2)

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

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

- 1) Learn basic skills in administration of several projective tests.
- 2) Learn how to write scientifically sound personality reports based on test results.
- 3) Acquire basic skills for organizing and conducting results feedback sessions.

*Add additional Objectives as needed*

IV. Student Learning Outcomes (Minimum of 3):

- 1) The student will write an appropriate clinical report based on results of a specific test.
- 2) The student will describe how feedback should be shared with clients.
- 3) The student will describe important considerations in the administration of projective tests.

*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 attached.
- B.
- C.

Please Attach copy of class syllabus and schedule as an example

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

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

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

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



**PONCE SCHOOL OF MEDICINE AND HEALTH SCIENCES  
CLINICAL PSYCHOLOGY PSY.D. PROGRAM**

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<b>COURSE TITLE</b>	Projective Personality Assessment Practicum
<b>CODING</b>	PSY 688 (To be taken concomitantly with 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>SEMESTER</b>	

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**COURSE DESCRIPTION**

Through this practicum students will learn the administration, scoring and interpretation of the projective techniques presented through the Projective Assessment Course. The thematic techniques, especially the Thematic Apperception Test, the Children Apperception Test, as well as several paper and pencil projective techniques will be main focus of the practicum. Students will also acquire the basic skills for writing personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions.

**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 at least one system for the interpretation of the thematic tests.
- Demonstrate basic skills in the administration and interpretation of the Draw A Person Test.
- Integrate test data for the purpose of conceptualizing cases and for report writing.
- Write scientifically sound personality reports based upon objective findings from the tests learned through the practicum.
- Acquire basic skills for the organization and for conducting a test results feedback session.

**PRACTICUM OUTLINE**

- I. The Thematic Apperception Tests: TAT,
  - a. Introduction to the Practicum
  - b. Testing setting and necessary conditions for Projective testing
  - c. TAT administration considerations
  
- II. The Thematic Apperception Test: TAT,
  - a. Continuation of administration and Scoring
  - b. Interpretation exercises TAT
  
- III. TAT practice sessions
  - a. Interpretation of TAT protocols
  - b. Reporting results from thematic tests
  - c. Sample cases and reports
  
- IV. The Children Apperception Test: CAT,
  - a. Administration and Scoring
  - b. Interpretation exercises CAT
  
- V. Paper and Pencil projective tests
  - a. Draw a person
  - b. Draw a Family
  
- VI. The Integration of the projective tests for report writing and consultation

## VII. Report writing in personality assessment

### 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 taught through the Projective Assessment course. You will have ample opportunity to practice the techniques learned through this practicum and to learn how to handle the data scientifically to derive hypothesis and inferences about psychological processes. These skills will be acquired in collaboration with the practicum professor.

### 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	%
One administration, scoring and interpretation of a TAT One administration, scoring and interpretation of a CAT One administration, scoring and interpretation of a DAP One administration, scoring and interpretation of a DF	10% each
One complete psychological report on an adult not previously evaluated.	30%
One complete psychological report on a child or adolescent not previously evaluated (CAT, DAP and DF).	30%
The Practicum grade will appear in student's transcript as Pass <b>Note:</b> To approve this course, the student needs to approve the Projective Assessment Course	Pass
<b>TOTAL</b>	<b>100%</b>

### 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:

Teglasi, H. & Kaufman, A.S. (2001). *Essentials of TAT and other storytelling techniques assessment*. New York: Wiley, John & Sons Inc.

### **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

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.