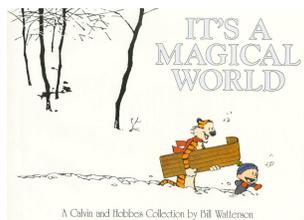


Psychology 630
Rorschach & Projectives
(Revised November 2014)



 *Note: This syllabus is subject to small changes once the semester begins. These will include corrections and slight refinements in the assignment(s) and scheduling.*

Description of Course from Graduate Catalogue:

PSY 630 - Rorschach and Projectives

Hours: Three

Students learn to administer and interpret the Rorschach, using the Comprehensive System. Projective procedures involving drawing, storytelling, sentence completion, etc., are also reviewed.

Web Enhancement:

We will manage this course in part using online “web enhancement.” This fact has a number of implications for your conduct and success:

1. As soon as available you should go to the online web site for this course, complete the tutorial (if you like), and familiarize yourself with what is there (which will be added to as the semester progresses). You may access eCollege by going to your My Leo account and clicking on eCollege.
2. You will turn in written assignments in assigned “dropboxes.”
3. Use this formula to name the files you turn in this way:
YOURLASTNAME.YOURFIRSTNAME.AssignmentName.Date. If I were going to turn in “Report of Rorschach on a Child” assignment on May 11, 2014, the file name would be BALL.STEVE.RorschachOnAChild.5-28-14. Check the Dropbox Protocol link on eCollege for more details. You will receive written feedback for most (if not all) of your written assignments by way of eCollege.
4. You will take exams online.
5. You will retrieve documents to read from me by way of the Doc Sharing tab, and web sites to read on the “Webliography” tab. Some of the latter may be accessible by way of links placed strategically within each week’s overview and assignments.
6. You will need to check the Announcements section on the course home page daily.
7. You will need to check your university e-mail (_____@leomail.tamuc.edu) daily.
8. Do not send me an e-mail about this class except through eCollege. I will not respond to other e-mails about this class.
9. If you have a question of general concern to the class (not just a possibly personal or private concern of your own), go to the virtual office in eCollege and ask it there. That way everybody has access to the answer and I don’t have to answer it more than once. I will ignore your e-mails if you are ignoring this requirement.

Our Contractual Agreement:

Through the university I am offering this course to you (and a grade in it) in exchange for your doing the work specified in this syllabus, and otherwise complying with university regulations and requirements. If you choose to continue your enrollment in the course (whether you attend or not), I will assume that this agreement is consummated. You and I will thus be responsible for the content of this syllabus and complying with its specifics. Each of us is further acknowledging that we will abide by and accept the outcomes generated in this course through the appropriate application of the guidelines of its syllabus.

General Objectives of the Course:

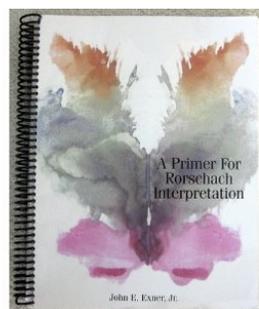
Students completing the course will be able to administer and score with accuracy the Rorschach procedure, using the Comprehensive System of John Exner and his associates. They will also be able to make basic interpretive statements derived from such properly scored protocols, sufficient to write an acceptable paragraph or so for inclusion in a psychological assessment report to be reviewed by an experienced clinician with Rorschach expertise. (In regard to this last objective, I mean that you will write a paragraph that addresses correctly the clinically relevant findings of the procedure for an individual, even though your analysis and your rhetoric may require some fine tuning.) Finally, students should be able to understand the role of projective procedures (such as the TAT) in clinical assessment, while at the same time distinguishing projective procedures from the Rorschach.

Required Textbooks:

Exner, J. E., Jr. , Colligan, S. C., Hillman, L. B., Metts, A. S., Ritzler, B. A., Rogers, K. T., Sciara, A. D., & Viglione, D. J. (2001). *A Rorschach workbook for the comprehensive system*. (5th ed.). Asheville, NC: Rorschach Workshops.



Exner, J. E., Jr. (2000). *A primer for Rorschach interpretation*. Asheville, NC: Rorschach Workshops.



Other Required Readings:

Gacano, C. B., & Meloy, J. R. (1992). The Rorschach and the DSM-III-R antisocial personality: A tribute to Robert Lindner. *Journal of Clinical Psychology, 48*, 393-405. (see Doc Sharing in eCollege)

Garb, H. N., Wood, J. M., Lillienfeld, S. O., & Nezworski, M. T. (2005). Roots of the Rorschach controversy. *Clinical Psychology Review, 25*, 95-118. doi:10.1016/j.cpr.2004.09.002 (see Weblibliography in eCollege)

Mihura, J. L. Meyer, G. J., Dumitrascu, N., & Bombel, G. (2013). The validity of individual Rorschach variables: Systematic reviews and meta-analyses of the comprehensive system. *Psychological Bulletin, 139*, 548-605. doi:10.1037/a0029406 (see Doc Sharing in eCollege)

Trustees of the Society for Personality Assessment. (2005). The status of the Rorschach in clinical and forensic practice: An official statement by the Board of Trustees of the Society for Personality Assessment. *Journal of Personality Assessment, 85*, 219-237. doi: 10.1207/s15327752jpa8502_16 (see Doc Sharing in eCollege)

Urist, J. (1977). The Rorschach test and the assessment of object relations. *Journal of Personality Assessment, 41*, 3-9. (see Doc Sharing in eCollege, where there are several other articles on the MOA scale)

Additional Reading for Your Possible Future Pursuits:

Exner, J. E., Jr. (2002). *The Rorschach: A comprehensive system. Vol. 1: Basic foundations and principles of interpretation.* (4th ed.). New York: John Wiley.

Exner, J. E., Jr. (Ed.) (1995). *Issues and methods in Rorschach research.* Mahwah, NJ: Lawrence Erlbaum.

Exner, J. E., Jr., & Erdberg, P. (2005). *The Rorschach: A comprehensive system. Vol. 2: Advanced Interpretation.* (3rd ed.). New York: John Wiley.

Exner, J. E., Jr., & Weiner, I. B. (1994). *The Rorschach: A comprehensive system. Vol. 3: Assessment of children and adolescents.* (2nd ed.). New York: John Wiley.

Kelly, F. D. (1998). *The Assessment of object relations phenomena in adolescence: TAT and Rorschach measures.* New York: Lawrence Erlbaum

Lerner, P. M. (1991). *Psychoanalytic theory and the Rorschach.* Hillsdale, NJ: Analytic Press

Weiner, I. B. (2003). *Principles of Rorschach interpretation.* (2nd ed.) New York, NY: Lawrence Erlbaum.

A Handy Tool:

Exner, J. E., Jr. (2001). *Rorschach form quality pocket guide.* (3rd ed.) Asheville, NC: Rorschach Workshops.

Some Web Sites:

http://serendip.brynmawr.edu/sci_cult/mentalhealth/projective.html#types

Plates and Protocols:

The department and I will provide a few protocols for you to start with at no charge, and, after you have completed the class, I will order you a set of Rorschach plates if you like, at my cost (including shipping, and, I will get you the best rates I can.) Most important, Dr. Schroeder (staunch, but adamantly disinclined to learn more, opponent of the Rorschach procedure) has very kindly provided us with a number of sets of plates, one of which I will check out to two of you for the duration of the course. I expect you to return them in near mint condition and before I am to assign you a grade (which will be an F for both members of the pair if you fail to do so).

Course Schedule:

Date	Activity	Practice	Advance Preparation
Dec 29	Introduction; multiple demonstrations	Watch; listen; take notes (if you want), and ask questions	
Dec 30	Scoring demonstration; administering the procedure	Watch; listen; take notes (if you want), and ask questions; administer the procedure with your "plate partner"	Start reading the <i>Workbook</i>
Dec 31	Practice with classmates In-class "case" presentations (Ball)	Score partners' Rorschachs; administer the procedure to another's partner (or two, time permitting)	Keep reading the <i>Workbook</i>
Jan 5	Practice with classmates In-class "case" presentations (Ball)	Score what you have administered; administer another Rorschach	Finish reading the <i>Workbook</i>
Jan 6	In-class "case" presentations	Continue scoring practice	Score the Rorschach you gave last on your own, and be prepared to discuss its findings with the class; begin reading the <i>Primer</i>
Jan 7	Review the Mutuality of Autonomy Scale and Gacano's Rorschach assessment of dangerousness procedures	Score available protocols according to the MOAS and Dangerousness scales	Continue reading the <i>Primer</i>
Jan 8	Administer a Rorschach to an unknown outsider while the rest of the class observes	Administer a Rorschach to an unknown outsider while the rest of the class observes	Have anxiety attack before you start (if it's your day to present) and get it over with
Jan 9	Administer a Rorschach to an unknown outsider while the rest of the class observes	Administer a Rorschach to an unknown outsider while the rest of the class observes	Have anxiety attack before you start (if it's your day to present) and get it over with
Jan 10	<i>40 hours done – no class meeting</i>	Write your assessment reports; ask questions and discuss online with me and each other your "cases" project	
Jan 11	<i>40 hours done – no class meeting</i>	Write your assessment reports; ask questions and discuss online with me and each other your "cases" project	Turn in your final cases in the week 5 drop box by 5 pm; complete final exam by 11:30 pm

Course Assignments and Requirements:

This course is practical, based in demonstration, practice, observation, and some lecture. I expect you to be in class, on time, and interacting. You will also have to complete a final project and take an exam at the end.

I will base your grade on how well you do these things (100 points for work in class, which of course requires 100% attendance, 100 points for your final project, and 100 points for your examination).

For your final project, I want you to administer the Rorschach to three people: one adult; one adolescent or a child 8 to 12 years of age, and a child under 8. Prepare (up to) a one-page single spaced interpretive write-up for each person (Times New Roman, 12-point font, top & bottom margins 1", and left & right margins 1", APA format in general.). Include all test materials with each write-up (as a PDF file), and follow a format that I will give you later in the term.

At the end of the semester, each of you will carry out a valid Rorschach before the rest of the class. On the day you are scheduled to do so, you will bring a friend or acquaintance who has agreed to be so tested. You will not test or observe the testing of the person you bring, nor will you be permitted to test anyone you know. These conventions help to avoid clumsiness in dual relationships during your training.

In a similar fashion, the persons you test for your final project should not be known to you in any other context. In practical terms, this means that you will be securing people for the project whom others in the class (who are unfamiliar with them) will actually test.

Grading Procedures:

NOTE: YOU MUST BE ADMITTED TO A GRADUATE PROGRAM AND MAKING ADEQUATE PROGRESS TOWARD A DEGREE LEADING TO LICENSURE IN PSYCHOLOGY, COUNSELING, OR SOCIAL WORK TO EARN A GRADE IN THIS COURSE.

You will need 270 points of the 300 available to get an A, and 240 to get a B.

Attendance:

This is my standard attendance policy, adjusted for the particular demands of this course:

Things happen in college classrooms which are crucial to becoming educated and for which it is difficult (perhaps impossible) to test. Sometimes these things are serendipitous and represent the most significant of our learnings; and of course in some class periods they may not happen at all. They usually are unpredictable and rely on spontaneous exchanges involving students and the professor. They may occur before the instructor arrives, or at a break. They are worth the wait and the intervening tedium. When you are absent -- even if someone takes notes for you -- you will miss them. To ensure that this vital part of your education is there for you, I will enforce the following absence policy:

If you miss over one (1) class (excused or unexcused absences), I will give you an "F" or (far less probably) an "Incomplete" for the course, solely at my discretion. An absence occurs if you miss 15 or more minutes of a single class period, from the scheduled beginning (or my arrival, whichever is later) to the scheduled end of the period (or my dismissing you, whichever comes earlier). University policy has traditionally specified valid excuses for an absence as including:

- (1) participation in an authorized university activity; (2) illness; (3) documented alien abduction of all or part of the student; (4) death in a student's immediate family; and (5) fulfilling one's legal responsibilities (court hearings) as a citizen.

Such excuses, which may show cause for the "Incomplete" rather than the "F," must be documented to my satisfaction, including support for the notion that you had no choices (e.g., alternative university activities, legal continuance, etc.), and they should comply with current university policy regarding the grade of incomplete.

Conduct:

Admission and attendance in a college or university form an honor and a privilege. Where tuition and other expenses are subsidized, either by private or public funds, the person has received an additional trust that inherently entails conducting one's affairs as a student within the constraints of civil society. In this class I will expect you behave in a way that is respectful of others, their right to receive (and deliver) elements of a college education, and their identities as unique persons in the world. I expect us all to act toward others as we would like them to act toward us.

I will also expect you not to plagiarize, steal or otherwise procure tests or other class materials that are not supposed to be publicly available (including copyright violations), or cheat on examinations. I will give you an F for any of these actions, and I will make an appreciable effort to have you dismissed from the university.

Here are some other dos and don'ts that will also be a part of our code of conduct in class:

1. Far beyond the particulars of this course, do respect the divine principle of the universe, which seems to be detectable in other people. As one deity is said to have put it: "Inasmuch as you have done it to the least of these [e.g., other students and the teacher, other enemies], you have done it also to me."
2. Do remember that this course is about a limited area of empirical content; don't forget that there are bigger realities. This is just a course.
3. Don't talk trash in excess. Occasional right-brain language epithets may be okay for emphasis, but learn to use your language more elegantly than that (or remain silent).
4. Do take some time off from constant work during the semester. Do remember to reflect on things beyond the course. (This is not an injunction to ditch class, but rather a reminder to place your studies in perspective.)
5. Do let those who support and have supported your educational efforts know how much you appreciate them sometime during the term.
6. Don't attack the person of another member of the class.
7. Don't sexually (or otherwise) harass a member of the class.
8. Don't steal others' work.
9. Don't distort the truth, about either your data or its sources, or your colleagues.
10. Do be satisfied with where you are in your own professional development. Others may be farther along than you, but don't waste time envying them. Do work to become the person you were meant to be.

Requests for Special Accommodations & Being Excellent to One Another:

Section 10 - Faculty are required to include in their course syllabi the following statement: Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources and Services, Halladay Student Services Building, Room 303D, (903) 886-5835.

Section 11 - Faculty are required to include in their course syllabi the following statement: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct)

Adapted from Table 6, John E. Exner, *The Rorschach: A Comprehensive System. Volume 1. (3rd edition), p. 73.*

Abbreviations Commonly Used for Recording Rorschach Responses

Phonetically Derived	Logically Derived	Derived from Scoring Terms
b = be	abt = about	h = human
c = see	a.t. (a/t) = anything	a = animal
g = gee	bc (b/c) = because	bl = blood
o = oh	bf = butterfly	cg = clothing
r = are	cb (cd b) = could be	cl = cloud
u = you	dk = don't know (st "I don't know")	ex = explosion
y = why	e.t. (e/t) = everything	fd = food
	frt = front	fi = fire
	j = just	ge = geography
	ll = looks (or look) like	hh = household
		ls = landscape
		na = nature
	st (s/t) = something	sc = science
	wm = woman	sx = sex
-g = -ing		xy = x-ray
	(lkl = look[s] kinda like)	
	(kll = kinda look[s] like)	
mayb (mb) = maybe	ss = some sort	
(Shorthand Derived)	(. = a, an, and (use context clues))	(. = the)

Agreement to Maintain Confidentiality in Clinical Observation

As a part of my training in psychology, counseling, or social work at Texas A&M University-Commerce, I herewith acknowledge that I have chosen to observe clinical exchanges between professionals, or other professionals in training, and other persons who are actually clients, or who are offering their own content (expressed thoughts and feelings) in an effort to play the role of a client for pedagogical purposes. I understand that all such exchanges are to be kept in strictest confidence and otherwise treated in accordance with the codes of ethics of the American Psychological Association and the American Counseling Association. I agree that my ethical and legal obligations include (without being limited to) discussing what I have observed in no place but the observation area from which I have seen and heard it, or in an appropriate supervision session with my clinical supervisor or teacher as designated by the university. I agree to comply with this restriction, and I further agree that I will never discuss the observations I make, or the identities of the persons observed, with any outside party, including other students in training who were not privy to the observations themselves or legitimately a part of the supervision sessions mentioned above.

Printed Name of Student in Training

Date

Signature of Student in Training

Signature of Witness