

**Rorschach/ TAT Interpretation
EDP 381 (10870)--- Fall 2015**

Course Description & Syllabus

Room SZB 268, 12:30-3:30

Instructor: Ricardo C. Ainslie, Ph.D.

Office Hours: M 10:30-11:30

W 11:00-12:00

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Course Description: This course focuses primarily on the Rorschach Inkblot Test but you will learn how to administer and interpret the Early Memory Test and the Thematic Apperception Test (TAT). Special attention will be given to teaching you how to score and interpret Rorschach findings using the RPAS (the most current and best researched scoring system). More generally, throughout the semester we will consider aspects of the clinical inference process, diagnosis, treatment planning and report writing. A key component of the course is that it relies strongly on testing real-world clients.

We will spend the first six weeks of class learning to administer, score, and interpret the three tests. Thereafter we will use each class meeting to review the testings being conducted by class teams (to be described). In addition to participating in an assessment team, you will be responsible for two interpretive summaries and Rorschach scorings (to be described).

Confidentiality: It is imperative that you treat all protocols related to patient material with absolute confidentiality and professionalism. **Use pseudonyms and disguise identifying information.** Similarly, our discussions in class regarding the developmental history, clinical background, treatment, and recommendations represent a clinical responsibility for each person attending the seminar. Consider each of our class meetings a clinical case conference, with the corresponding responsibility to respect the patient's confidentiality. All materials should be disposed of in an ethical manner as well. I will retain a copy of each person's test report in my files for 5 years.

Consent Form: Make sure that each client/patient signs the Consent Form (in your packet, make copies).

Course Documentation: For your testing case you will need to send me an **electronic version** of: 1) your protocol; 2) your final report; 3) your patient's signed consent form. **Make sure that your email to me has this Subject Heading:** Rorschach Data – Your Name.

Course Grade: Grades will be based on four factors: 1) Test administration, protocol preparation, and final test report (40%); 2) Two Interpretive Clinical Summaries + Rorschach Scorings (25%); 3) Quiz over RPAS scoring (15%); and 4) Class participation (20%). Because of the importance of getting test reports done in a timely fashion, substantial points will be

subtracted from your grade for late work (1 point per day for late summaries/ scorings, 5 points per day for late drafts or final report).

Course Readings

Rorschach Performance Assessment System (R-PAS) Manual

Rivera, B & Viglione, D. (2010). Conceptualization of Children's Interpersonal Relatedness with the Rorschach: A Qualitative Multiple Case Study. *Journal of Personality Assessment* 92(5), 377-389.

Lerner, P. (1998). *Psychoanalytic Perspectives on the Rorschach*. Analytic Press, Hillsdale, NJ (Chapters 1,2,3 & 7)

Class Dates and Assignments

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| August 31 | Introduction Early Memories/ Thematic Apperception Test Interpretation of a sample TAT Sign up for in-class presentations Fowler, et al. (2000). "Martin Mayman's Early Memories Technique: Bridging the Gap Between Personality Assessment and Psychotherapy." <i>Journal of Personality Assessment</i> , 75(1), 18-32. |
| September 14 | EM/TAT Continued R-PAS Intro Illustration – Administration + Practice Administrations 1) Read the R-PAS Workbook Chapters 1-3 (pp. 1-55) 2) Read Lerner's, Chapter 1 "An Experiential Psychoanalytic Approach" (On Canvas) |
| September 21 | Practice Rorschach Administration R-PAS Coding 1) Read the R-PAS Workbook pp. 57-110 2) Read Lerner's, Chapter 2 "The Nature of the Rorschach Task", Chapter 3 "The Psychological Test Report"; and Chapter 7 "The Patient Examiner Relationship" (On Blackboard) 3) Practice coding first 25 responses starting on page #256. |
| September 28 | R-PAS Coding 1) Read the R-PAS Workbook pp. 111-154 2) Practice coding responses 26-50 starting on pages #257-258. |
| October 5 | R-PAS Coding & Interpretation Summary & Test Report Discussion Child Rorschach Overview |

- 1) Rivera and Viglione reading “Conceptualization of Children’s Interpersonal Relatedness With the Rorschach” *Journal Personality Assessment* (2010)
- 2) Read the R-PAS Workbook Chapter 5, Chapter 8
- 3) Practice coding responses 51-75

October 12

R-PAS Coding & Interpretation

- 1) Read the R-PAS Workbook Chapter 10
- 2) Practice coding responses 76-100

Pick up a copy of the first “real” protocol from your classmate(s) who will be presenting on October 22.

**** In Class QUIZ on R-PAS scoring system**

From this point on, we will be working with “real” protocols, and you will be responsible for:

- ❖ **2 integrative Clinical Summaries with Rorschach Structural Summaries and**
- ❖ **1 integrated final report that will be presented in class.**

Presentations:

October 19

October 26

November 2

November 9

November 16

November 23

November 30