SYLLABUS

Books to purchase:
Shapiro, Neurotic Styles.
Aronow et al, A Practical Guide to the TAT (recommended).

Note: Other reading materials are available online, through Sakai, or, in some cases, as handouts. Some of the readings listed below are marked as “recommended.” All others are required. I also list some “background” readings.


1: Introductory class. Take Rorschach and TAT in class. No required reading.

PART ONE: THEMATIC APPEARCEPTION TEST

2: Thematic Apperception Test: Introduction.
Read: ABZ (Allison, Blatt, & Zimet), pp. 1-17, 89-110 (recommended 110-133).
Cramer, “Stories are telling” (SPA Exchange), 1 page
Page with various recommended TAT sequences.
Page with descriptions of various TAT cards.
TAT of Mr. Wilson; also: TAT #I (in group with #s I, II, III, IV)
Begin reading Shapiro, Neurotic Styles, chap.s 2, 3, 4, 5, 6; due in several weeks (= crucial theoretical background; just glance at chap. 1).

3: TAT continued.
Read: ABZ, pp. 102-110 (re-read these pages)
Sass summary of AWR book.
TAT #s II, #IV (note: omit #III).
Consent form (1 page)
Reminder: You should be reading assigned chapters in Shapiro, Neurotic Styles.
Recommended: Schafer, Roy, “How was this story told?,” pp. 114-169 of Schafer, Projective Testing and Psychoanalysis (note: a classic article, but anachronistic, and Procrustean, in various ways). Note: Some other classic articles are listed at the end of the TAT section of the course.

4: **TAT continued.**
Various examples of TAT responses, including #IV and perhaps M-26, M-20s, and MS (the latter 3 = handouts).
Reminder: You should be reading assigned chapters in Shapiro, Neurotic Styles.
Also see Sass summary of Shapiro Neurotic Styles, and pp. 105-106 of the book (o-c and paranoid styles compared).

5: **TAT concluded; Rorschach introduced.**
Read: Further TAT examples: TM, DM, ED, HF. Also: MS (if not already discussed). Sass’s summary of Schafer’s diagnostic summaries re TAT (5 pages).

**RORSCHACH:**
Begin reading Exner Workbook re Rorschach, pp. 1-88.
Read and discuss E.P. Rorschach protocol at end of class #5.
*NOTE: TAT protocol to be COMPLETED BY TODAY (not graded); MEET with instructor this week or next to discuss your TAT protocol. (Be prepared: Think through the possible significance of your TAT protocol before meeting with instructor.).*

[ Note: Here are listed some background readings on the TAT (not required), for those who are interested in consulting some of the classic articles:
Bellak, L. The TAT in clinical use, in Abt and Bellak (eds.), Projective Psychology, pp. 185-229.
Shafer, Some applications of contemporary psychoanalytic theory to projective testing, pp. 15-24.
Holt, R. An analysis of the TAT cards.]
PART TWO: RORSCHACH INKBLOT TEST

6: **Rorschach: Introduction**
   Read: E.P. protocol (to be discussed further in class, if not concluded in previous meeting).
      - Re-read Exner Workbook pp. 1-88.
      - See 1-page list of Codes for the Comprehensive System.
      - See 1-page re The 8 Scoring Categories (Table 1).
      - Brown, Spencer, Rorschach Test (1 page poem).
      - Sass summary of relevant Weiner sections. *(Note: I have summarized most Weiner chapters [a few sections were summarized by students, as indicated]. These summaries can be found online, and should be read in connection with each assigned chapter. Note: always be sure to bring the summaries to class since we will sometimes use them as basis of class lecture/discussion.)*
      - Shapiro, *Neurotic Styles*, chapters 2, 3, 4, 5, 6 should be read by now.
      - Rorschach protocol #5: try to code some of this (an impossible task at this stage, but useful to try nonetheless).

7: **Rorschach: Coding.**
   Assignment:
      - Review protocol #5; we will begin, or continue, to discuss this in class.
      - Rorschach protocol #35: read this over; try to code some of it.
      - Do some practice coding examples from back of Exner Workbook.
      - Page re Beck “D”s.
      - *Read: Weiner, Principles, Chap 4, Projection and card pull in Rorschach responses, pp. 84-109, especially section on Common meanings of the 10 inkblots, pp. 101-109.* *(Remember: Sass summary of Weiner book should always be brought to class.)*

8: **Rorschach: Coding continued.**
   Assignment:
      - Continue to study Exner’s Workbook. Familiarize yourself with the various materials re Rorschach that have been distributed or are online.
      - IN THIS CLASS OR THE NEXT: In-class, ungraded, oral quiz on the meaning of the different codes; be sure you understand everything listed on the one-page list of all possible codes.
      - SUBMIT your coding of protocol # ?? (to be decided; not graded).

9: **Rorschach: Administration.**
   Assignment: Re-read workbook, Chapter 1: Procedures.
      - See 4 pages “Procedures of Administration” with phrases to remember (= based on previous Workbook).
      - Sass re Rorschach Administration (2 pp summarizing Exner points).
In-class exercise: role-play administration, with focus on inquiry (protocol #182, to be distributed in class). Use DVD??

10: **Rorschach: Special scores.**
Assignment: Re-read Exner Workbook re special scores, pp. 62-80.
ABZ pp. 172-179 re special scores (be aware that ABZ present a slightly different set of special scores, based more directly on the Rapaport/Schafer system).
Piotrowski, Rorschach signs of organicity (1 page).
Code protocol #4, especially for special scores.
Read several pages of JH’s Rorschach; think re special scores for this protocol.
(Possibly: discuss special scores in GW also.) ???
**Recommended:** Weiner, *Principles*, Chap 8, Conducting a sequence analysis, pp. 238-246.

11: **Rorschach: Structural summaries and interpretation.**
Assignment:
See 1 page: Rorschach: Teaching Structural Summary Interpretation
See: “Cheat Sheet”: Structural Summary Form with modes and means.
Prepare, as best you can, the structural summary for protocol #5.
See: Rorschach Interpretative Guide (slightly outdated, based on 3rd edition of Exner’s *The Rorschach, A Comprehensive System: Basic Foundations, Volume 1*—but still somewhat useful as a summary.)
**Recommended:** Weiner, *Principles*, Chap 3, The comprehensive-system search strategy, pp. 59-83 (remember: a Sass summary of this and other Weiner chapters is online).

12: **Rorschach: Structural summaries and interpretation continued.**
Assignment: Prepare structural summaries for protocol #35.
See: in Weiner, *Principles*, Tables 3.1, 3.2, 3.3 (= Search Strategy Tables, which give the order in which variables and groups of variables are to be considered)
See: Progress Evaluation Form
NOTE, IN THIS CLASS OR THE NEXT: IN-CLASS ORAL CODING QUIZ (UNGRADED): In-class, oral, ungraded quiz on the meaning of the different scores in the bottom part of the structural summary sheet. (We will go around room; I will pick out something from bottom part of structural summary and ask a student to explain it to the group.)
GIVE two 3-card practice Rorschachs (1st 3 cards only) by today; turn them in (not graded).
LEARN how to input material into RIAP computer program.

13: **Rorschach continued; The Rorschach controversy.**
Read (continue reading): Weiner, Principles, Chap 5, Interpreting Structural Variables. Read: (re Rorschach controversy):
Sass summary of Wood, Nezworski, Lilienfeld Garb, What’s Wrong with the Rorschach (2003), chapter 9 (= pp. 217-255, 363-371 of What’s Wrong….; you need only read my summary of this particular chapter).
Recommended:

Full Rorschach to be TURNED IN today (not graded). MEET with Louis Sass this week or next re your full Rorschach.
NOTE: IN-CLASS ORAL CODING QUIZ (UNGRADED) TODAY, IF NOT DONE DURING PREVIOUS CLASS PERIOD.

14: **Rorschach continued.**
Read: Weiner, Principles, chapter 14, case 9, re Mr. Ingram (an ex of an interpretation), pp. 380-396.
Begin reading: the diversity readings required for class #15.

15: **Final Class**
Reading re report writing:
Sass notes with advice re psychological test reports (1 page).
Some sample reports (TS, JP, TM, MR).
Readings re diversity issues in Rorschach:

[ The following are some recommended readings on diversity:

AT END OF SEMESTER (date to be decided), TURN IN paper on Rorschach protocol, probably with structural summary included (which will have been handed out, with “correct” codes). 6-8 pages, double spaced. Use computer program as part of the process to produce a report; BUT then integrate this material with a more qualitative consideration of individual responses, sequence analysis, or whatever else seems relevant; offer an overview of the most salient features of the protocol; do not just offer material from the computerized report! See below for more guidelines re this paper.

Send paper by email to both the following: lsass@rci.rutgers.edu LouisSass@aol.com (unless we use Sakai system: to be decided).

REQUIREMENTS include the following:
--Give a TAT; turn it in (not graded): due in class # 5. Meet with L.A.S. re TAT, after preparing notes on the TAT record (not graded).
--Submit your coding of a Rorschach, class # 8 (not graded)
--Give one or two 3-card Rorschachs, turn them in (not coded; not graded), due in class # 12.
--Give a Rorschach; code it (without summary scores); turn it in (not graded): due in class #13. Meet with L.A.S. to discuss this Rorschach protocol, and other questions.
--In-class test: code a Rorschach that will be handed out in class #13 (graded).
--Prepare a write-up of a Rorschach protocol that has been handed out to you; you will have the “correct” codes available to you; due at end of semester (graded; specific due date to be announced). You will have had a brief tutorial on the mechanics of the computer program before doing this. See below* for more information on this assignment.

SOME TIPS:
--This course requires that you learn some technical material (Rorschach coding and interpretation). It is especially important that you keep up with assignments week-by-week; otherwise you will soon find yourself out of step, confused, and unhappy.

--You will be downloading or receiving a considerable amount of copied material during the course. It will make your life easier if you set up a special filing system for this course, so that you can quickly find what you need to bring to class or to use to do assignments.

NB: Please be aware that any testing reports produced during this semester are for learning purposes ONLY. Many of you will be testing volunteers. There is a Consent Form that you should use with any subject whom you test.
If you do test a patient, your report supervised for this class is NOT to be placed in the clinical records for that patient. If you do wish to use a report for clinical purposes, then it MUST be overseen and approved independently by a supervisor at the clinical setting where the patient is being seen. This is an introductory testing course; we at GSAPP cannot yet validate your reports for professional, clinical purposes.

You should avoid testing someone whom you know at all well. A good method is for a student to recruit subjects, then trade the subjects he or she has recruited for subjects recruited by other students in the class. (An exception is the practice 3-card Rorschach; use anyone you wish for this.)

*Note re final write-up of a Rorschach protocol.* There is no single way to do this assignment well, but here are a few suggestions to bear in mind:

1. Try to say something about the qualitative features of some of the specific responses. Consider also whether you might have something interesting to say about sequence analysis (e.g., possible psychodynamic interpretation of two or more responses offered in a row). Consider whether there might be features of the automatic, computerized interpretation that could be misleading—and if so, say why. In general, try to write your report in a way that is easily comprehensible, and that makes sense to you.
2. That is: avoid too much Rorschach jargon, but at the same time, try to indicate what it is about the Rorschach responses that warrant the interpretations you offer. Actual psychological reports sometimes make little reference to the actual data, but in the case of this assignment, I would like you to indicate the empirical bases of your interpretations.
3. Try (without going to an obsessive extreme) to indicate that you know why you are offering the interpretations you offer (as opposed to simply paraphrasing what is given in the computerized report). Include in your report a summarizing paragraph that gives a quick overview of the most significant findings (at beginning or end, or perhaps lead with something very general and then sum up at the end).

**BACKGROUND READING (SUGGESTED ONLY):**
Johnston & Holzman, Scoring manual for the Thought Disorder Index.

**LIST OF MATERIALS HANDED OUT**

*The following three items are not photocopies:*
- Structural Summary Blank
- Color Location Sheet
- Cluster Data Sheet

*And the following items are photocopies:*
- “Cheat sheet” with modes and means
- TATs of MS, TM, ED, HF, M-20s, M-26.
- DM: Gottschalk response, 2 TAT responses
- Psychological reports re: JP, MR, TM.