Syllabus
Fall 2006: Advanced Personality Assessment
Thursday, 1:00-3:50, Phelps 2532
Department of Counseling, Clinical, and School Psychology
UC – Santa Barbara

Instructor: Dr. Steve Smith
Office: 1331 Phelps Hall
Office Hours: By appointment

TA: Sivan Barazani

2.) Selected readings in personality assessment.
3.) Professor Packet: Study Guide, Scoring Aids & Practice Protocols
Rorschach Workshops: Asheville, NC.

COURSE OBJECTIVES
1) Students will achieve a scoring proficiency for the Exner Comprehensive System that is at least 80% congruent with that of the course instructor

2) Commensurate with APA ethical standards (Section 2: Evaluation, Assessment, or Intervention) students will be provided with instruction to insure (1) competence and appropriate use of performance-based assessment methods; (2) familiarity with test construction issues for performance-based methods such as standardization, reliability, validity, diagnostic efficiency, interpretation, bias, special populations, and recommendations for use.

3) Students will review selected readings on performance-based methods which cover seminal theoretical, research, and clinical contributions.

COURSE STRUCTURE
The basic format of this course will consist of lecture, group discussion and in-class activities of the content area being presented on any given day in class. Students will be expected participate in class discussion and will routinely be called upon to share their unique perspectives on course material. During class periods in-class activities and discussion of reading material are intended to help you gain a better understanding of critical concepts and amplify the lecture and practice material. Questions are always welcome and encouraged. Class will begin on-time and end when scheduled. Given the amount of material we have to cover this semester it will be highly unlikely we will ever end class early.

COURSE GRADING
Congratulations, you all have an A+ in the class!

Everyone starts out with 100 points and you can only lose points. “How do I avoid losing points?” Well that’s fairly simple. In this class there will be no exams per se, and no paper due at the end of the semester. The trade off for not having to study for tests or working on a review paper will be a class which has higher demands on time throughout the semester, rather than requiring extreme cramming at a few critical points. In the medical school “learning-through-doing” model you will have reading and Rorschach scoring...
homework everyday of class. These activities are not necessarily designed to cause intellectual implosion, but rather are fairly simple, repetitive and will just require some time to accomplish. I expect you will have 4-5 hours of work for each class. Again, I want to stress this will not be work that you can’t do or that you’ll be spending time trying to figure out “the right” answers, but that the “answers” will be fairly obvious and it will just take you some time to do what you have to do. So, about now you’re probably wondering “what is it that I’ll have to do?”

**Reading Homework & Synopsis/Questions/Answers**
For each reading assignment (i.e each individual article, not each topic area) I would like you to write 3-5 sentences (that’s SENTENCES) about the article. Some ideas to help structure these sentences could be (but not limited to) “What I liked best about this article was…..”, “What I liked least about this article was…..”, “The biggest strength/weakness of this article was…”, “This study was important because…”, “Why did they do/say …”, “This helped me to learn about …”. These reading homework assignments will be due (and collected) at the beginning of class. Failure to turn in a reading homework assignment will result in the loss of 1 point (for each individual article). You will only be allowed to turn in reading homework if you attend the class in which it is due or if you have an excused absence for that class.

**Rorschach Protocols**
You will be scoring 7 Rorschach protocols during this class. The first 3 protocols I provide will be scored progressively during the first half of the quarter. Failure to turn in a scoring assignment will result in the loss of 1 point (for each protocol). These 3 protocols will form the basis of our in-class discussions, so do them.

Two more **scoring practice protocols** will be provided midway through the quarter for you to practice scoring. Please feel free to work together on these and/or with Sivan. Completely scored protocols (including structural summaries) will be due on 11/16 and 12/07. For these protocols, students will be expected to have at least 80% interrater reliability with the course instructor on both of these Rorschach protocols. Failure to meet the criteria of 80% will necessitate further scoring of Rorschach protocols (provided by the Instructor) on the part of the student until this criteria is met.

The last 2 protocols will be your midterm and final protocols. You must complete these alone. For these protocols, students will be expected to have at least 80% interrater reliability with the course instructor on both of these Rorschach protocols. Failure to meet the criteria of 80% will necessitate further scoring of Rorschach protocols (provided by the Instructor) on the part of the student until this criteria is met. Should this criteria not be reached during the course of the quarter the student will receive an incomplete until this criteria is met. All 7 scored Rorschachs & structural summaries must be turned in at the end of the class. Failure to turn in these fully completed 7 Rorschach protocols will result in an incomplete for the class until they are turned in.

**Practice Administration**
You will be required to administer the Rorschach to two undergraduate students. You will not provide feedback on these protocols, nor will you be required to score them. However, all administrations will be videotaped and/or watched by Sivan to provide feedback on your administration. By the end of the term, you will be required to write a not-longer-than 1 page (single spaced) self-critique about your administration. What did you do well? What should you do better next time? What responses should you have queried more? Other impressions? Failure to complete this assignment will result in the loss of 40 points.

**Interpretation**
You will write a not-more-than 1 page (single spaced) interpretation of your first scoring practice protocol. It is expected that you will provide information on the patient’s cognitive resources and coping style, affect,
interpersonal processing, and intrapersonal processing. This is due on 12/14. Failure to complete this assignment will result in the loss of 40 points.

**Attendance**
Excused absences will be granted to students with medical problems or those who fall victim to an uncontrollable cosmic accident. The student must notify the instructor by email prior to the class. Unexcused absences will result in the **loss of 3 points plus** the loss of points from any assignments due that day.

**Evaluation**
To recap, reading summaries are worth 1 point per article. Weekly scoring practice is worth 1 points per protocol, the interpretive report and self-critique are worth 40 points each. Unexcused absences are worth 3 points each. There will be a total of 4 protocols that you need to score with 80% accuracy. The grading scale for the class is as follows 100-98 = A+, 97-93 = A, 92-90 = A-, 89-88 = B+, 87-83 = B, 82-80 = B-79-78 = C+, 77-73 = C, 72-70 = C-, 69-68 = D+, 67-63 = D, 62-60 = D-, 59 and below=F

### READING and TOPIC SCHEDULE

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<tr>
<th>Date</th>
<th>Exner</th>
<th>Reading Topic</th>
<th>Class Topic</th>
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| September 28| 1, 2 (skim), 3 (skim), 4, 12 (skim) | **Rorschach controversy: The Rorschach is Bad**  
(John, 1999; Wood & Lilienfeld, 1999) | Intro to class, history of performance-based measures, administration, psychometrics |
| October 5   | 11, 6, 7 (pp. 86-88) | **Rorschach Controversy II: No, the Rorschach is Good!**  
(Meyer & Archer, 2001; SPA, 2005; Viglione & Hilsenroth, 2001) | Location (W,D,Dd,S), & Developmental Quality (+,v/+,-v,v), Form (F) |
| October 12  | 7 (pp. 89-103) | **Cognitive Issues**  
(Acklin & Fechner-Bates, 1989; Smith, Bistis, Zahka, & Blais, 2005; Wood, Krishnamurthy, & Archer, 2003) | Movement (M, FM, m) and Color (FC, CF, C), Pairs (2), Reflections (Fr, rF, r) |
| October 19  | 7 (pp. 104-118) 8 (pp. 125-130) | **Anxiety and Attachment**  
(McCown, Fink, Galina, & Johnson, 1992; Perry et al., 1995) | Shading (Y, T, V, C'), FD, Content, Populars |
| October 26  | 9, 13 | **Personality Disorders**  
(Blais, Hilsenroth, Castlebury, Fowler, & Baity, 2001; Hilsenroth, Fowler, Padawer, & Handler, 1997)Barazani | Special Scores II (AG, AgC, MOR, COP) Midterm Due |
| November 2  | 8 (pp. 120-124; 131-133), Appendix | **Depression**  
(Charns, Piers, Hilsenroth, Holdwick, & Padawer, 1997; Jorgensen, Anderson, & Dam, 2000) | Form Quality (+, o, u, & -), Z Scores, Special Scores (INC, FAB, CONTAM, DR, DV, ALOG) |
| November 9  | 10 | **Thought Disorders**  
(Hilsenroth et al., 1997; Ilonen et al., 1999; Smith, Baity, Knowles, & Hilsenroth, 2001) | Structural Summary |
| November 16 | Use 14, 15, 17, 18 | **Interpretation**  
(Weiner, 2000) | Interpretation / Integration : Cognitive Processing Scoring Practice 1 Due |
| November 30 | 16 | **Culture/Differences**  
(Meyer, 2002; Presley, Smith, Hilsenroth, & Exner, 2001) | Interpretation / Integration : Affective Processing |
| December 7 | 20 | **Psychotherapy**  
December 14*  21, 22  Interpretation / Integration:
Interpersonal Processing
Final, Administration Self-Critique Due, Final Interpretation Due

Note: *Yes, instead of having a final exam this week, we’ll be having class. We’ve got a lot to pack in here.


