I. Instructor: J. D. Ball, Ph.D, ABPP  
Professor of Psychiatry and Behavioral Sciences, EVMS  
(W) 446-8400; (H) 460-3259; (Cell) 641-1683  
Email: balljd@evms.edu and jdballphd@aol.com

II. Teaching Assistant: Kevin Tsang, 2nd year VCPCP.  
Email: jtsan002@odu.edu

III. Course Objectives

This course will overview the history, assessment methods (coding and interpretation techniques), and research controversies of performance based personality assessment with a central and predominant focus on John Exner’s Rorschach Comprehensive System.

A. Students will gain an appreciation for the history of clinical psychology as seen through Rorschach controversies and the evolution of formal testing.
B. Students will understand the relationship between personality theory, psychopathology constructs, and structured Rorschach observation methods.
C. Students will demonstrate competency in administering, coding, and interpreting the Rorschach in accordance with Exner’s Comprehensive System.
D. Students will know and understand modern research criticisms of the Rorschach and be positioned to draw informed personal conclusions regarding their own future use of this assessment tool.
E. Students will gain exposure to and understand the limitations of such other performance based tools as drawings, apperception tests, and sentence completion instruments.

IV. Required Readings:

   a. Read this book immediately and throughout the first ½ of the class, as shown on the list of class meeting dates.
   a. This is must read for scoring and structural summary work through the first 1/3 of the course.
   a. Review Chapter 10 on the Rorschach toward the end of the class
   b. Read Chapter 11 on Apperception Tests toward the end of the class

4. Selected articles as assembled in a Course-pack that includes articles listed below (only highlighted listings are required; articles produced by VCPCP students and faculty are asterisked):

**Performance Based Personality Assessment**


**General Issues in Personality Assessment**


Teaching the Rorschach


Clinician Surveys of Psychological Test Use


Cultural Considerations


Norms for the Rorschach Comprehensive System


Coding Reliability for the Rorschach Comprehensive System


4. Meyer, G.J., Hilsenroth, M.J., Baxter, D., Exner, J.E., Fowler, J.C., & Resnick, J. (2002). An examination of interrater reliability for scoring the Rorschach Comprehensive System in eight data sets. Journal of Personality Assessment, 78, 219-274. (This article is recommended reading but is not included in the Coursepack because of its length.)


Validity of the Rorschach Comprehensive System: The Rorschach Wars

http://www.deltabravo.net/custody/rorschach.htm


**Special Applications of the Rorschach**


**Apperception Tests**


**Projective Drawings**


**Sentence Completion Tests**

V. Grading Criteria

A. Rorschach Coding and Structural Summary Calculations (25%)

Using Exner’s Comprehensive System, each student will code TWO PRACTICE protocols and TWO GRADED protocols provided by the instructor.

For the 1st Practice Protocol, students will work in pairs and come to a consensus regarding accurate codes. For the 2nd Practice Protocol, students will work alone and will then be allowed to self-correct errors with cues for possible mistaken codings provided by Exner’s Rorschach Interpretive Assistance Program (RIAP), as provided through the course TA.

For the TWO GRADED protocols, students will code alone, receive RIAP software feedback through the TA, and recode. Students will also manually calculate TWO GRADED STRUCTURAL SUMMARIES from the corrected Sequence of Scores on the two graded protocols. The grade for accurate coding and structural summary calculations will be determined as follows:

(a) Coding (20%). For each Coding protocol, students will receive a percent accuracy score from 0-100%. Percent accuracy will be computed by noting agreement or disagreement with the Instructor/TA for each of nine Coding categories (Location, DQ, Populars, Pairs, Z, Determinants, FQ, Contents, Special Scores). These will be averaged to produce a student’s overall percent accuracy score for the coding grade. In each coding category, percent accuracy will be the number of responses correctly coded (one point each) divided by the total number of responses (total points) in the protocol. [½ point will be awarded in the Determinant category when the only error is reversed Form (e.g., FC instead of CF) and in the Special Scores category when the only error was an incorrect Level 1 or Level 2 code.] The TA will provide each student and the instructor with regular feedback regarding each students’ percent accuracy in each of the nine categories and on the protocols overall. The TA will also give the instructor feedback regarding the percent accuracy in each category for the student class as a group.

(b) Structural Summaries (5%). Students are not allowed access to RIAP software when computing these two Structural Summary sheets as this is intended to instill an understanding of what variables enter into each constellation. However, students are strongly encouraged in all future use of the Rorschach to avoid human error by relying on RIAP software wherever possible. Student grades on the Structural Summaries will be a percent accuracy score defined by the number totally correct of the six constellation indices and the seven shaded boxes at the bottom of the Structural Summary Form. For purposes of grading these Structural Summary calculations, all students will be given a uniform Sequence of Scores with correct coding provided.

B. Rorschach Interpretation (20%)
Each student will produce two written Rorschach interpretations. One of these will be based on a protocol provided by the instructor. The other will be based on a protocol obtained by the student’s work with an actual patient. Student grades will be the number of points obtained out of a maximum of 15 points, based on the following criteria:

1 point for a correct validity interpretation
1 point for clearly attending to S-CON (whether positive or not)
2 points for selecting a correct approach to organizing the interpretation
7 points for correct interpretations within each of 7 shaded clusters of variables
(Main theme is accurate and there is no more than one specific error)
3 points for quality of writing and synthesis of material
1 point for recommendations that logically derive from this interpretation

C. Oral Case Presentation (15%)

Each student will orally present to the rest of the class the student-administered Rorschach case on which a written interpretation was based. For this assignment, the student will provide all class members with a copy of the verbatim transcript of the protocol (Free Association and Inquiry), the Location sheet(s), the Sequence of Scores, and the Structural Summary for this record. Students will take about 30’ each to review the case in accordance with what was learned from the Structural Summary, Sequence of Scores, and Verbalizations within the protocol. The student will then respond to about 10’ of questions from the class about the case.

D. Final Exam (40%)

A written final exam, consisting of multiple choice and essay questions, will cover all class lecture material and all required reading and may include a demand that students interpret a previously scored protocol with age appropriate norms provided.

E. Grading Scale

After all percentage points in the previous five grading areas are summed, the final grading system for this class will be based on the following scale:

A+ = 97-100
A  = 93-96
A-  = 90-92
B+  = 87-89
B  = 83-86
B-  = 80-82

C = 73-76
C+ = 77-79
C- = 70-72
## CLASS SCHEDULE: SPRING 2007

2-5 PM Room 517 FH, EVMS

First Tuesday of Each Month and 2-27 in 506 HH

<table>
<thead>
<tr>
<th>Date</th>
<th>Lectures</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1-9 HH</td>
<td>Rorschach Intro. History</td>
<td>Exner '03 (1-4)</td>
<td>Keep up with reading</td>
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<tr>
<td>1-16</td>
<td>Administration Coding</td>
<td>Exner '01 (All)</td>
<td>Study workbook!</td>
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<td>1-23</td>
<td>Coding</td>
<td>(Same as above)</td>
<td>(Same as above)</td>
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<td>Exner '03 (5-10)</td>
<td>Handout Practice Protocol #1 - Work in pairs</td>
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<td>1-30</td>
<td>Coding</td>
<td>(Same as above)</td>
<td>Turn In Practice Protocol #1</td>
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<td>Handout Practice Protocol #2 - Work alone, submit to Kevin, recode, bring to class</td>
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<tr>
<td>2-6 HH</td>
<td>Coding</td>
<td>Exner '03 (11-12)</td>
<td>Turn In Graded Protocol #1</td>
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<td>Handout Graded Protocol #2 - Work alone, submit to Kevin, recode, bring to class</td>
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<tr>
<td>2-13</td>
<td>Coding Structural Summary</td>
<td>(Same as above)</td>
<td>Turn in Graded Protocol #1</td>
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<td>Structural Summary Interpretation</td>
<td>Exner’03 (13-20)</td>
<td>Turn in Graded Protocol #2</td>
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<td>Handout Structural Summary</td>
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<td>2-27 HH</td>
<td>Interpretation</td>
<td>(Same as above)</td>
<td>Turn In Structural Summary #1</td>
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<td></td>
<td>Handout Structural Summary #2</td>
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<td>3-6</td>
<td>SPRING BREAK</td>
<td>(Same as above)</td>
<td>Turn In Structural Summary #2</td>
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<td>3-13</td>
<td>Interpretation Research Issues</td>
<td>Reserve readings</td>
<td>Handout Interpretation Protocol</td>
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<td>Reserve Readings</td>
<td>Turn In Interpretation Protocol</td>
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<td>3-27</td>
<td>Research Issues</td>
<td>Reserve Readings</td>
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<tr>
<td>4-10</td>
<td>Students 3, 4, 5, 6</td>
<td>Reserve Readings</td>
<td>Case Reports Due</td>
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<tr>
<td>4-17</td>
<td>Students 7, 8, 9, 10</td>
<td>Reserve Readings</td>
<td>Case Reports Due</td>
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<td>4-24</td>
<td>FINAL EXAM</td>
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