



**Chaminade**  
**University**  
OF HONOLULU

HAWAI`I SCHOOL OF PROFESSIONAL  
PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

**Course Syllabus**

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai`alae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** PP7372

**Course Title:** Projective Personality Assessment

**Department Name:** Hawai'i School of Professional Psychology

**College/School/Division Name:** College of Education and Behavioral Sciences

**Term:** Summer 2020

**Course Credits:** 3.0

**Class Meeting Days:** Mondays

**Class Meeting Hours:** 8:30 AM—4:00 PM

**Instructor Name:** Lawrie A. Ignacio, Psy.D.

**Email:** lawrieann.ignacio@chaminade.edu

**Phone:** 808.286.2112

**Office Location:** N/A

**Office Hours:** By appointment

**Teacher's Assistant (TA):** Jodie Gerson; 702.521.7528; jodie.gerson@student.chaminade.edu

**University Course Catalog Description and Overview**

This course covers the Exner Comprehensive System for the Rorschach as well as selected projective tests. In addition to understanding theoretical underpinnings, the student is expected to develop some competency in the administration, scoring, and interpretation of these instruments. The class includes a laboratory in which skills in administration and interpretation can be practiced.

This course is designed to build understanding and competent utilization of the Exner Comprehensive System (CS) and the Rorschach Performance Assessment System (R-PAS) for the Rorschach. The Thematic Apperception Test (TAT) will also be introduced and practiced.

**Instructional Contact and Credit Hours**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

### **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.

4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.
11. Students will understand and apply the Marianist values in their professional practice.

### Learning Outcomes

1. Understand the theoretical underpinnings of the Exner Comprehensive System (CS) and R-PAS (R-PAS) System for the Rorschach. Students will also learn how to utilize the Thematic Apperception Test (TAT). (Competency 7)
2. Demonstrate applied knowledge of both systems of the Rorschach in projective assessment and interpretation. (Competency 7)
3. Demonstrate knowledge and utilized competence of key terms and constructs associated with projective assessment. (Competency 7)
4. Demonstrate proficiency in projective testing, interpretation, and report-writing utilizing the Rorschach. (Competency 7)

### Required Learning Materials

#### Required textbooks

- Exner, J.E. (2001). *A Rorschach workbook for the comprehensive system* (5<sup>th</sup> ed.). North Carolina: Rorschach Workshops.
- Exner, J.E. (2002). *The Rorschach: Basic foundations and principles of interpretation*, Volume 1. Wiley, 4<sup>th</sup> ed.
- Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). *Rorschach Performance Assessment Systems Administration, Coding, Interpretation, and Technical Manual*. Toledo, OH: Rorschach Performance Assessment System, LLC.

#### Required Readings

- Atkinson, L. (1986). The comparative validities of the Rorschach and MMPI: A meta-analysis. *Canadian Psychology*, 27, 238-247. <http://dx.doi.org/10.1037/h0084337>
- Diener, M. J. (2013). Focus on Clinical Practice - Review of 'An Introduction to the Rorschach Performance Assessment System (R-PAS)'. *Independent Practitioner*, Winter, 12-14.
- Grønnerød, C. (2003). Temporal stability in the Rorschach method: A meta-analytic review. *Journal of Personality Assessment*, 80, 272-293.
- Grønnerød, C. (2004). Rorschach assessment of changes following psychotherapy: A meta-analytic review. *Journal of Personality Assessment*, 83, 256–276.
- Lilienfeld, S. O., Wood, J. M., & Garb, H. N. (2000). The scientific status of projective techniques. *Psychological Science in the Public Interest*, 1, 27–66.
- Meyer, G. J. (1999). Introduction to the special series on the utility of the Rorschach for clinical assessment. *Psychological Assessment*, 11, 235–302.

- Meyer, G. J. (2017). What Rorschach performance can add to assessing and understanding personality. *International Journal of Personality Psychology*, 3, 36-49.
- Meyer, G. J., & Archer, R. P. (2001). The hard science of Rorschach research: What do we know and where do we go? *Psychological Assessment*, 13, 486-502. doi:10.1037/1040-3590.13.4.486
- Meyer, G. J., & Eblin, J. J. (2012). An overview of the Rorschach Performance Assessment System (R-PAS). *Psychological Injury and Law*, 5, 107-121. doi:10.1007/s12207-012-9130-7
- Mihura, J. L., Roy, M., & Graceffo, R. A. (2016). Psychological assessment training in clinical psychology doctoral programs. *Journal of Personality Assessment*, 1-12. doi:10.1080/00223891.2016.1201978
- Viglione, D. J., & Hilsenroth, M. J. (2001). The Rorschach: Facts, fictions, and future. *Psychological Assessment*, 13, 452-471. doi:10.1037//1040-3590.13.4.452

## Course Requirements

**Attendance and participation:** Students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, and behave appropriately and professionally. This includes the professional use of computers during class time, and the inappropriate use of cell phones and computers during class time. Unexcused absences, tardiness, lack of preparation/participation, and/or inappropriate or unprofessional behavior may result in a reduction of the overall score for the course. Two or more unexcused absences will require additional work and may result in loss of credit for the course. The qualification of what is or is not excusable remains at the instructor's sole discretion. Student attendance and participation will be only one mechanism to measure students' understanding of the theoretical, empirical, and applied foundations of intellectual assessment within the clinical practice of psychology. **Worth 25 total points.**

**Laboratory:** Students are required to attend **one** assessment laboratory. The laboratory will be utilized to practice administration and coding of the Rorschach and R-PAS. **Worth 25 points.**

**Practice/coding assignments:** There will be at least five (5) assignments throughout the course. Worth 20 points each—**100 points total.**

**Coded protocol:** Rorschach coding assignment including Location through Determinants: **Worth 50 points.**

**Rorschach assignment:** Based on the administration of the Rorschach to a test volunteer and coding of responses. Guidelines will be provided in class. **Worth 100 points.**

**R-PAS assessment report:** Based on a coded R-PAS, students will be required to code and interpret a set of R-PAS responses and write an assessment report based on interpretative findings. The report will be graded on demonstration of comprehension and mastery of the assigned material, adherence to outlines and templates provided in class, ability to communicate test results, and interpretations that are clear and concisely written with appropriate grammar and spelling. Reports are to be typed and turned in on time. Points will be deducted for late work. *The instructor will provide more detailed information regarding the required format and content of each report.* **Worth 150 points.**

**Final exam:** Students are required to complete an in-class final exam on constructs related to projective personality assessment and the instruments learned about in the course. Detailed requirements will be discussed in class and can be found in the Final Exam Guidelines sheet. **Worth 100 points.**

## Late Work Policy

Late work is acceptable only in the case of illness and other emergencies. Please speak with the instructor in the event you want to make up work that is late.

## Grading

Assignment/Project	Points
Attendance/Participation	25
Lab Attendance	25
Coded Protocol	50
Practice Coding Assignments	100
Rorschach Assignment	150
R-PAS Report	150
Final Exam	100
<b>TOTAL POINTS POSSIBLE</b>	<b>600</b>

### **Grading Scale**

Students will be graded according to total points earned:

<b>Grade</b>	<b>Points Earned</b>
A	537-600
B	492-536
C	402-491
F	<402

### **Course Policies**

**Instructor and Student Communication:** Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

**Cell phones, tablets, and laptops:** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

**Disability Access:** Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu). It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

**Title IX Compliance:** Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are

encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Attendance Policy:** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

**Academic Conduct Policy:** Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website (<https://studentaffairs.chaminade.edu/>).

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7<sup>th</sup> Edition* format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

**Technology:** The following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing.

## PP7372 SUMMER 2020 COURSE SCHEDULE

<b>Date</b>	<b>Topics and Assignments</b>
<b>5/4</b>	<b>Orientation to Course</b> <b>History and Development of the Rorschach</b> <b>Rorschach Administration</b> Exner, <i>The Rorschach</i> , Chs. 1-3 Exner, <i>The Rorschach</i> , Ch. 4 Exner, <i>Workbook</i> , Ch. 1 <ul style="list-style-type: none"><li>• Atkinson, L. (1986). The comparative validities of the Rorschach and MMPI: A meta-analysis. <i>Canadian Psychology</i>, 27, 238-247.</li></ul>
<b>5/11</b>	<b>Rorschach Scoring: Location and Developmental Quality, Determinants</b> Exner, <i>The Rorschach</i> , Chs. 5-7 Exner, <i>Workbook</i> , Chs. 2-3 <ul style="list-style-type: none"><li>• Grønnerød, C. (2003). Temporal stability in the Rorschach method : A meta-analytic review. <i>Journal Of Personality Assessment</i>, 80, 272-293.</li><li>• Lilienfeld, S. O., Wood, J. M., &amp; Garb, H. N. (2000). The scientific status of projective techniques. <i>Psychological Science in the Public Interest</i>, 1, 27–66.</li></ul>
<b>5/18</b>	<b>Rorschach Scoring: Form Quality, Contents and Populars, Organizational Activity, Special Scores</b> Exner, <i>The Rorschach</i> , Chs. 8-9 Exner, <i>Workbook</i> , Chs. 4-8 <ul style="list-style-type: none"><li>• Mihura, J. L., Roy, M., &amp; Graceffo, R. A. (2016). Psychological assessment training in clinical psychology doctoral programs. <i>Journal of Personality Assessment</i>, 1-12.</li><li>• Viglione, D. J., &amp; Hilsenroth, M. J. (2001). The Rorschach: Facts, fictions, and future. <i>Psychological Assessment</i>, 13, 452-471. doi:10.1037//1040-3590.13.4.452</li></ul>
<b>5/25</b>	<b>RORSCHACH LABORATORY</b> <b>Introduction to the R-PAS</b> R-PAS Manual, Chs. 1-2 <ul style="list-style-type: none"><li>• Meyer, G. J. (2017). What Rorschach performance can add to assessing and understanding personality. <i>International Journal of Personality Psychology</i>, 3, 36-49.</li><li>• Meyer, G. J., &amp; Archer, R. P. (2001). The hard science of Rorschach research: What do we know and where do we go? <i>Psychological Assessment</i>, 13, 486-502.</li><li>• Meyer, G. J. (1999). Introduction to the special series on the utility of the Rorschach for clinical assessment. <i>Psychological Assessment</i>, 11 , 235–302.</li></ul> <b>CODED PROTOCOL DUE</b>
<b>6/1</b>	<b>R-PAS Basic Coding</b> R-PAS Manual, Chs. 3-4 <b>RORSCHACH ASSIGNMENT DUE</b>
<b>6/8</b>	<b>R-PAS Advanced Coding and Interpretation</b> R-PAS Manual, Chs. 5, 10, 11 <b>Introduction and Practice with the TAT</b>

- Diener, M. J. (2013). Focus on Clinical Practice - Review of 'An Introduction to the Rorschach Performance Assessment System (R-PAS)'. *Independent Practitioner, Winter*, 12-14.
- Meyer, G. J., & Eblin, J. J. (2012). An overview of the Rorschach Performance Assessment System (R-PAS). *Psychological Injury and Law*, 5, 107-121.

**6/15**            **TAT Interpretation and Unfinished Business**

**6/22**            ***In-Class Final Exam***  
***R-PAS ASSESSMENT REPORT DUE***