**Course description (general description)**

**Course title: Clinical Psychodiagnostics-2:** Rorschach test (not for students studying at Clinical and Health Psychology specialization)

**Course code:** PSYM21-MO-DIAG-101

**Head of the course:** Schmelowszky Ágoston

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| **Aim of the course** |

**Aim of the course:**

The aim of the course is to contextualise the use of the Rorschach test within a diagnostic process and framework, and to understand it as a clinical differential diagnostic tool.

Another important aim is to provide, through practical lessons, the further development of the technical skills for administering, scoring and interpreting the Rorschach test.

After administering and scoring the test, students will develop the capacity to consider how the information that emerges from the test can create a descriptive profile of a client.

The Exner (CS) and R-PAS administering, coding and interpretation of the test is another important aim of the course.

The students will be introduced to the differential diagnostic potential of the test.

**Learning outcome, competences**

knowledge:

* The students will develop the basic knowledge of the field of projective diagnostics and the specific use of the Rorschach test in clinical and non-clinical settings
* They can place the development of the test within the history of clinical psychology
* They know the scopes and uses of the test
* They know the basic parameters and indicators of the test
* They know the advanced level scoring of the test in order to administer differential diagnostics

attitude:

* They acknowlwdge and are aware of the scope and reliability of the test and can adequately use it within the system of psychological testing tools and interventions
* They can use the results of the test in professional communication
* They can understand the importance of the field and remain in constant learning process to maintain excellence

skills:

* They can decide whether the use of the test is appropriate professionally and can develop an expert role in a professional community
* They can administer the test correctly
* They can create a professionally usable report to present the result for a professional team
* They can use and understand the basic parameters and indicators of the test

autonomy, responsibility:

* Students are able to apply the acquired knowledge on their own, in accordance with the ethical guidelines of psychology, but only for purposes corresponding to their level of competence.

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| **Content of the course** |

**Topic of the course**

* History of the Rorschach test
* Rorschach in the clinical practice
* Administering the Rorschach test
* Testing and retesting
* The localization cards
* Qualitative analysis
* Coding according to CS
* Differences of CS and R-PAS
* Coding according to R-PAS
* Scales

**Learning activities, learning methods**

* Frontal teaching
* Seminar work in small groups

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| **Evaluation of outcomes** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

The active presence is essential (max. 3 missed classes can be accepted!). During the semester, students should be able to take a Rorschach test which will subsequently be discussed in the group.

In the last lecture of the semester students will have a test on the basic theoretical topics (administration, coding, etc.) of the Rorschach test and its application.

By the end of the term, students are required to write a diagnostic paper about the clinical material that they presented during the semester. The format of the paper: 10-12 pages (1.5 line spacing, font size 12) plus appendix. The main text should include a short description of the first interview and anamnestic data, a clinical hypothesis, the analysis of the Rorschach data and a conclusive summary; the appendix should contain the documentation of the test material.

In addition to this longer paper, the participants have to write a short critical review (3-4 pages) on the work of Binder, Betan entitled “Core Competencies in Brief Dynamic Psychotherapy” (Routledge 2013).

The test result (50%) and the written assignments and participation in the group discussions (50%) will give the final grade (100%).

Mode of evaluation:

* Written
* 5-point grading scale

Criteria of evaluation:

* Active participation
* Test results
* Quality of the written assignments

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| **Reading list** |

**Compulsory reading list**

* Binder JL, Betan EJ (2013). Core Competencies in Brief Dynamic Psychotherapy: Becoming a Highly Effective and Competent Brief Dynamic Psychotherapist. Routledge.
* Gurley JR (2017). Essentials of Rorschach Assessment: Comprehensive System and R-PAS. Wiley.

**Recommended reading list**

* Chabert, C (1983). Le Rorschach en Clinique: Interprétation psychanalytique. Paris: Bordas.
* Exner, JE (1993). The Rorschach: A Comprehensive System. Vol.1.: Basic Foundations. New York: John Wiley and Sons.
* Exner JE, Erdberg Ph (2005). The Rorschach: Advanced Interpretation. Wiley and Sons.
* Kellerman, H. Burry, A (2007). Handbook of Psychodiagnostic Testing: Analysis of Personality in the Psychological Report. Springer.
* Meyer, GJ et al. (2011). Rorschach Performance Assessment System: Administration, Coding, Interpretation, and Technical Manual. R-PAS, LLC.
* Rose, T et al. (2001). Essentials of Rorschach Assessment. John Wiley and Sons.
* Schafer, R (1954). Psychoanalytic Interpretation in Rorschach Testing: Theory and Application. New York: Grune and Stratton.

Tuber, S (2014). Understanding Personality Through Projective Testing. Jason Aronson.

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |

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| **Further specific information (eg. requirements) (if relevant)** |

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