



## *Syllabus*

### **ADVANCED COURSE IN PSYCHODIAGNOSTICS - 51829**

*Last update 03-07-2016*

HU Credits: 4

Responsible Department: psychology

Academic year: 0

Semester: Yearly

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Laura Canetti

Coordinator Email: [laurac@mail.huji.ac.il](mailto:laurac@mail.huji.ac.il)

Coordinator Office Hours: Sunday 9:30 – 10:30

Teaching Staff:

Dr. Laura Canetti

Course/Module description:

*Integration between different instruments of assessment in order to reach clinical*

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*diagnosis and differential diagnosis. First acquaintance with the MMPI, SCID structured interview and additional instruments used in structured and semi structured interviews. Diagnosis of attention deficit disorders.*

*Course/Module aims:*

*Integrative interpretation of psychological tests, writing the psychological report, test feedback, and ethical aspects of psychological assessment. Test interpretation based on theoretical materials, and analysis of test batteries from different diagnostic classifications. Mastering the MMPI-2, SCID and additional instruments.*

*Learning outcomes - On successful completion of this module, students should be able to:*

*On successful completion of this module students should be able to interpret a battery of tests and provide a written psychological report. The students should be able to interpret the MMPI-2 and make use of instruments designed for structured and semi structured interviews. Students will be able to make a diagnosis of attention deficit disorders.*

*Attendance requirements(%):*

*Attendance requirements of 90% in the lectures.*

*Teaching arrangement and method of instruction: Frontal and interactive lectures.*

*Course/Module Content:*

*Lesson 1 □ Introduction. The written report, feedback.*  
*Lesson 2 □ Case illustration of written report. Ethical aspects of psychological assessment.*  
*Lesson 3 □ Psychotic personality organization.*  
*Lesson 4 □ Psychotic personality organization. Case illustration.*  
*Lesson 5 □ Borderline personality organization.*  
*Lesson 6 □ Borderline personality organization. Case illustration.*  
*Lesson 7 □ Differential diagnosis of personality organization.*  
*Lesson 8 □ Differential diagnosis. Case illustration.*  
*Lesson 9 □ Rorschach and personality organization.*  
*Lesson 10 □ TAT and personality organization.*  
*Lesson 11 □ SCORS (TAT scale).*  
*Lesson 12 □ Neurotic personality organization.*  
*Lesson 13 □ Neurotic personality organization. Case illustration.*  
*Lesson 14 □ Narcissistic personality disorder.*  
*Lesson 15 - Narcissistic personality disorder. Case illustration.*  
*Lesson 16 □ Defense mechanisms in the Rorschach: Lerner scale.*

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Lesson 17 - Defense mechanisms in the Rorschach: Lerner scale. Case illustration.  
Lesson 18 □ MMPI: Introduction.  
Lesson 19 □ MMPI: Validity scales  
Lesson 20 □ MMPI: Validity scales  
Lesson 21 □ MMPI: Clinical scales  
Lesson 22 □ MMPI: Supplemental scales. Case illustration.  
Lesson 23 □ SCID and additional instruments designed for structured and semi structured interviews..  
Lesson 24 □ Diagnosis of attention deficit disorders  
Lesson 25 □ Aggression signs in the psychological tests. Case illustration.  
Lesson 26 □ Suicide indicators in the Rorschach.  
Lesson 27 □ Suicidal signs in psychological tests. Case illustration.

Required Reading:

Fall semester

1. Lerner, P. M. (1991). *The psychological test report. Psychoanalytic theory and the Rorschach* (pp. 13-27). Hillsdale, NJ: Analytic Press.
3. Acklin, M. (1992). Psychodiagnosis of personality structure: Psychotic personality organization. *Journal of Personality Assessment*, 58, 454-463.
4. Acklin, M. (1993). Psychodiagnosis of personality structure II: Borderline personality organization. *Journal of Personality Assessment*, 61, 329-341.
5. Sugarman, A. (1980). The borderline personality organization as manifested on psychological tests. In J. S. Kwawer, H. Lerner, P.M. Lerner & A. Sugarman (Eds.). *Borderline phenomena and the Rorschach test* (pp. 39-57). New York: International Universities Press.
6. Kamphuis, J.H., Dugeares, S.L., & Finn, S.E. (2000). Rorschach correlates of sexual abuse: trauma content and aggression indexes. *Journal of Personality Assessment*, 75, 212-224.
7. Cramer, P. (2004). *The interpreter's perspective: the TAT and psychopathology. Storytelling, narrative and the TAT* (pp. 153-176). New York: Guilford.
8. Acklin, M. (1994). Psychodiagnosis of personality structure III: Neurotic personality organization. *Journal of Personality Assessment*, 63, 1-9.

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9. Kohut, H., & Wolf, E.S. (1978). *The disorders of the self and their treatment: an outline*. *International Journal of Psychoanalysis*, 49, 413-425.

10. International norms from: Meyer, G.J., Erdberg, P., & Shaffer, T.W. (2007). *Toward international normative reference data for the Comprehensive System*. *Journal of Personality Assessment*, 89(S1), S201-216.

### *Spring semester*

2. Berant, E. (2007). *Rorschach Comprehensive System data for a sample of 150 adult nonpatients from Israel*. *Journal of Personality Assessment*, 89, S67-S73.

3. Lerner, P. (1998). *Rorschach assessment of defense: 2. Recent measures*. In: P. Lerner, *Psychoanalytic perspectives on the Rorschach* (pp. 269-296). New Jersey: Analytic Press.

4. McWilliams, N. (1994). *Primary (primitive) defensive processes*. In N. McWilliams, *Psychoanalytic diagnosis*. New York: Guilford Press.

5. Kooij, S. J. J., Bejerot, S., Blackwell, A. Caci, H., Casas-Brugu©, M., Carpentier, P. J .Asherson, Ph. (2010). *European consensus statement on diagnosis and treatment of adult ADHD: The European Network Adult ADHD*. *BMC Psychiatry*, 10, 67.

6. American Academy of Pediatrics (2011). *Clinical practice guideline for the diagnosis, evaluation, and treatment of Attention-Deficit/Hyperactivity Disorder in children and adolescents*. *Pediatrics*, 128, 1-16.

7. Weiner, I.B. (2003). *Case 9*. In I.B. Weiner, *Principles of Rorschach interpretation* (2nd. ed., pp. 381-396). Mahwah, NJ: Erlbaum.

8. Meloy, J.R., & Gacono, C.B. (1992). *The aggression response and the Rorschach*. *Journal of Clinical Psychology*, 48, 104-114.

9. Baity, M.R., & Hilsenroth, M.J. (1999). *Rorschach aggression variables: A study of reliability and validity*. *Journal of Personality Assessment*, 72, 93-110.

10. Fowler, J.C., Hilsenroth, M.J., & Piers, C. (2001). *An empirical study of seriously disturbed suicidal patients*. *Journal of the American Psychoanalytic Association*, 49, 161-186.

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Additional Reading Material:

1. Graham, J. R. (2012). *MMPI-2: assessing personality and psychopathology* (5th ed.). New York: Oxford University Press.

RC 473 M5 G73 2012

2. Greene, R. L. (2010). *MMPI-2/MMPI: an interpretive manual* (3rd ed.). NJ: Pearson education.

BF 698.8 M5 G74 2012

*Course/Module evaluation:*

*End of year written/oral examination 0 %*

*Presentation 0 %*

*Participation in Tutorials 20 %*

*Project work 0 %*

*Assignments 80 %*

*Reports 0 %*

*Research project 0 %*

*Quizzes 0 %*

*Other 0 %*

Additional information: