

## *The Hebrew University of Jerusalem*

### *Syllabus*

# *Psychological assessment of children and youth - 37857*

*Last update 26-09-2023*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Education*

*Academic year: 0*

*Semester: 1st Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Kampf-Sherf Orli, Ph.D*

*Coordinator Email: [sherfdo@014.net.il](mailto:sherfdo@014.net.il)*

*Coordinator Office Hours: Wednesday, 13-14*

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Teaching Staff:

Dr. Orli Kampf-Sherf

Course/Module description:

*principles of psychodiagnostic assessment for the use at schools and clinical settings, using psychodiagnostic tools emphasizing projective techniques for assessing emotional state of children; conceptualization and integration towards assessment; psychological report writing and planning interventions.*

Course/Module aims:

*Impart the essentials of psychological assessment.*

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

*assess and diagnose the emotional state of children, provide feedbacks and a written report to school staff, child and parents, including recommendations for therapy when necessary.*

Attendance requirements(%):

90

*Teaching arrangement and method of instruction: lectures*

Course/Module Content:

*Lesson 1 The Rorschach test - background  
Administration principles - summary and direction*

*The principles of coding*

*Lesson 2*

*Continuation of coding principles*

*Lesson 3*

*Continuation*

*Lesson 4 continued, correct administration and common mistakes RPAS*

*Lesson 5 Calculation of indices*

*Submission of exercise-part A*

*Lesson 6 meaning/interpretation - determinants*

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Lesson 7 continued meaning and interpretation of indices

Submitting Part B exercise

Lesson 8 - Submitting coding of the volunteer with P's approval, a bonus for those who will try to add interpretation!!

Lesson 10 Continue interpretation

Lesson 11 Continue interpretation according to the R\_PAS method

Lesson 12 integration with Bender, TAT and HTP Drawings

Lesson 13 The Rorschach Introduction to the R-PAS website

Lesson 14 one of the following topics:

Object relations in Rorschach responses

Rorschach: defense mechanisms

Defense mechanisms in the borderline organization

Treatment recommendations based on integration of tests and clinical interview

Required Reading:

Meyer et al., 2011 - R-PAS workbook

Lerner, P, & Lerner, H. (1980). Rorschach assessment of primitive defences in borderline personality structure In Krwawer et al Borderline phenomena and the Rorschach Test (pp257-274) New York: International University Press

Urist J (1977) The Rorschach test in the assessment of object relations. *Journal of Personality Assessment* 41,3

Groth- Marnat, GV (2003) *The hand book of Psychological assessment* (4th ed) Ch.14- " טיפול ותכנון + להערכה שיטתית גישה " (595-620)

Jongsma, Peterson & McInnis, (1997) *The child and adolescent psychotherapy treatment planner,*

Sendin, MC (2010). Rorschach Usefulness in Treatment Planning. *Rorschachiana*,31,70-89.

פידבק (משוב) לילד ולהורים - ריענון קריאה משנה א

1Pope, Kenneth S. (1992). Responsibilities in Providing Psychological Test Feedback to Clients. *Psychological Assessment* 4(3), 268-271.

2Pollak, Jerrold M. (1988). The feedback process with parents in child and adolescent psychological assessment. *Psychology in the Schools* 25, 143-153.

3Eyde, Lorraine D., Robertson, Gary J., Krug, Samuel E., Moreland, Kevin L.,

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Robertson, Alan G. & Cynthia M. Shewan (1993). *Responsible Test Use: Case Studies for Assessing Human Behavior - Section 7 Reporting to clients*, 163-174.

"Responsible Test Use: Case Studies for Assessing Human Behavior"(1993)  
Section 7 Reporting to clients

Additional Reading Material:

Bellak & Abrams (1996) *The TAT* , Boston , M.A. Allyn& Baco

Stein M.I (1955) (1981-2nd ed) *The Thematic Apperception test [Bf 698.8 T5 S8 1955] Ch. 3 (39-61)*

Fairbairn, WRD(1952) *An Object Relations theory of the personality*. NY: Basic Books

Urist J. and Shill,M.(1982). *Validity of MOA.....Personality Assessment*46, 450-454.

Grading Scheme:

Written / Oral / Practical Exam 80 %

Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 10 %

Clinical Work / Lab Work / Practical Work / Workshops 10 %

Additional information:

Will not be recorded