

The Hebrew University of Jerusalem

Syllabus

Psychodiagnosis A - 51885

Last update 29-08-2021

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Psychology

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Laura Canetti

Coordinator Email: laurac@mail.huji.ac.il

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

Teaching Staff:

Dr. Laura Canetti

Course/Module description:

The course will focus on four instruments of assessment: Bender II, Projective Drawings (HTP), TAT, and Wechsler Intelligence test. We will learn the theoretical assumptions underlying these tests, administration procedures, scoring and test interpretation.

Course/Module aims:

Learning the theoretical foundations of Bender, Projective Drawings, TAT and Wechsler tests, and mastering the administration, scoring and interpretation of the tests.

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

On successful completion of this course students should be able to administrate, score, interpret and provide a written report of the Bender, Projective Drawings, TAT, and Wechsler tests.

Attendance requirements(%):

90% attendance requirements

Teaching arrangement and method of instruction: Frontal lectures once a week.

Course/Module Content:

Lesson 1 – Introduction to psychological testing, observation and administration procedures of Bender and HTP. Bender: History and theoretical background. Reliability and validity. Organic, developmental and emotional approaches to the instrument.

Lesson 2 – Bender. Organic and emotional indicators.

Lesson 3 – Bender. Recall phase, written report, case illustrations.

Lesson 4 – Projective Drawings: developmental interpretation of the test.

Lesson 5 – Projective Drawings: emotional interpretation and case illustrations.

Lesson 6 – TAT – Administration procedures. Theoretical background and norms.

Lesson 7 – TAT – Test interpretation and case illustrations.

Lesson 8 – Wechsler. History, theoretical background, administration.

Lesson 8 – Wechsler. Intelligence factor, interpreting index/subtest fluctuations. Interpretation of performance and verbal subtests.

Lesson 10 – Wechsler. Index description and interpretation.

Lesson 11 – Wechsler. Gender differences, verbal and performance discrepancies

according to age and socio-economic status. The written report.
Lesson 12 – Case illustrations including all tests (integration).
Lesson 13 – Case illustrations including all tests (integration).

Required Reading:

Psychological Assessment

1. Groth-Marnat, G. (2003). Introduction. *Handbook of psychological assessment* (4th ed., pp. 1-36). New York: Wiley.
BF 176 G76 2003.

2. Groth-Marnat, G. (2003). The context of clinical assessment. *Ibid*, pp. 37-68.
Bender

3. Groth-Marnat, G. (2003). *Ibid*, pp. 529-547.
HTP

4. Groth-Marnat, G. (1997). Projective drawings. *Handbook of psychological assessment* (NOTE: 3rd ed.!! , pp. 499-533). New York: Wiley.
BF 176 G76 1997.

TAT

5. Groth-Marnat, G. (2003). Thematic Apperception Test. *Handbook of psychological assessment* (4th ed., pp. 477-515). New York: Wiley.

Wechsler

6. Groth-Marnat, G. (2003). Wechsler Intelligence Scales. *Ibid*, pp. 129-195

Additional Reading Material:

1. Koppitz, E. M. (1975). The Bender Gestalt Test for Young Children. Vol. 2: Research and Applications 1963-1973. New York: Grune & Stratton.
BF 698.8 B4 K66.

2. Hutt, M. L. (1985). The Hutt adaptation of the Bender-Gestalt test: rapid screening and intensive diagnosis (4th ed., pp. 67-105). Orlando: Grune & Stratton.
BF 698.8 B4 H8 1985.

3. Tolor, A., & Brannigan, G.C. (1980). Interpretation of selected Bender protocols. Research and clinical applications of the Bender-Gestalt Test (pp. 179-199). Springfield: IL: Charles C Thomas.
BF 698.8 B4 T64.

4. Bellak, L., & Abrams, D. M. (1996). The TAT, CAT, and SAT in clinical use (6th ed.). Boston: Allyn & Bacon.
BF 698.8 T5 B42 1996.

Course/Module evaluation:

End of year written/oral examination 80 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 20 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:

In case a class examination is not possible, a home examination will be held.