The Rosenzweig Picture-Frustration (P-F) study is a semi-projective technique of personality diagnosis that has been successfully used for the past half-century both as a clinical device and as an investigative procedure.

It was developed as a method for exploring concepts of frustration theory and examining some dimensions of projective methodology (Rosenzweig, 1945).

Based on earlier experiments on psychodynamic concepts, including frustration, repression, and directions and types of aggression, an Adult Form appeared in 1948. A Children's Form for ages 4 to 13 was published four years later, and in 1964 a form for Adolescents was added.

Originally developed for adults by Saul Rosenzweig, the test is now available in versions for children and adolescents. The empirical validity of the Rosenzweig Picture Frustration Study and other [**projective techniques**](https://psychology.jrank.org/pages/506/Projective-Techniques.html) is disputed by some authorities.

A projective test administered to assess personality characteristics, in which the subject is shown scenes depicting moderately frustrating situations and asked what the frustrated person depicted would probably do or how the subject would react in such situations.

Format

The Rosenzweig Picture Frustration test consists of 24 cartoon pictures, each portraying two persons in a frustrating situation.

Each picture contains two "speech balloons," a filled one for the "frustrator" or antagonist, and a blank one for the frustrated person, or protagonist.

Each depicting two persons involved in mildly frustrating situations of common occurrence. Facial features and other expressions of emotion are deliberately omitted from the pictures. The figure at the left is always shown saying words that help to describe the frustration of the other individual. In the blank caption box above the frustrated figure on the right, the subject is asked to write the first reply that enters his or her mind.

Administration

The subject is asked to fill in the blank balloon with his or her response to the situation, and the responses are scored in relation to a number of psychological [**defense mechanisms**](https://psychology.jrank.org/pages/165/Defense-Mechanisms.html). As the script of the antagonist is filled in their balloon, respondents are asked to imagine they are the other person and what would they say in this situation. The test takes 15-20 minutes to administer.

For example, responses are scored as to whether, and to what degree, they indicate that the subject exhibits [**aggression**](https://psychology.jrank.org/pages/18/Aggression.html) toward the source of the frustration, assumes blame or [**guilt**](https://psychology.jrank.org/pages/285/Guilt.html) as the cause of the frustration, or justifies, minimizes, or denies the frustration.

Scoring

The score is based on a total of nine factors, derived from combinations of three types of aggression (obstacle-dominance, ego-defense, and need-persistence) and three directions of aggression (extraggression, imaggression, and intraggression). However, testers often analyze the subject's responses more informally and intuitively. It is assumed as a basis for P-F scoring that the examinee unconsciously or consciously identifies with the frustrated individual in each picture and projects his or her own bias into the responses given. To define this bias, scores are assigned to each response fewer than two main dimensions: direction of aggression and type of aggression. Direction of aggression includes extraggression (EA), in which aggression is turned onto the environment; intraggression (IA), in which it is turned by the subject onto him- or herself; and imaggression (MA), in which aggression is evaded in an attempt to gloss over the frustration. It is as if extraggres-siveness turns aggression out, intraggressiveness turns it in, and imaggressiveness turns it off. Type of aggression includes obstacle-dominance (OD), in which the barrier occasioning the frustration stands out in the response; ego (etho) defense (ED), in which the ego of the subject predominates to defend itself, and need-persistence (NP), in which the solution of the frustrating problem is emphasized by pursuing the goal despite the obstacle. From the combination of these six categories, there result for each item nine possible scoring factors.

It is essential to observe that aggression in the P-F and in the construct on which it is based in not necessarily negative in implication. In the context of the P-F, aggression is generically defined as [assertiveness](https://www.euroformhealthcare.biz/assertiveness.html), which may be either affirmative or negative in character. Need-persistence represents a constructive (sometimes creative) form of aggression, whereas ego (ethos) defense is frequently destructive (of others or of oneself) in import. This point is particularly noteworthy because in many technical theories of aggression this distinction is overlooked and aggression is thought to be practically synonymous with hostility or destructive-ness. Common parlance, when not contaminated by psychoanalytic or other psychological conceptualizations comes close to the broader usage of the term aggression, which the P-F Study employs.

Read more: [Rosenzweig Picture Frustration Study - Projective Techniques, Defense Mechanisms, Subject, and Responses - JRank Articles](https://psychology.jrank.org/pages/549/Rosenzweig-Picture-Frustration-Study.html#ixzz7AJGsWtTe) <https://psychology.jrank.org/pages/549/Rosenzweig-Picture-Frustration-Study.html#ixzz7AJGsWtTe>