PSYC 371 – Child & Adolescent Psychological Assessment - Spring 2013

Class Thursday 8:30 – 11:15 am (Rm 342 Dewey)  Instructor:  Betsy Hoza, Ph.D.
Lab Thursday 11:30am-12:45 pm (Rm 342 Dewey) Teaching Assts:  A. Paysnick, M. Schreck

The goal of Child and Adolescent Psychological Assessment is to provide students with a strong foundation in basic child and adolescent assessment skills. Through course readings, discussions, and practice assessments, students will become familiar with a range of behavioral and intellectual assessment techniques and will begin to develop competence in applied clinical assessment. This course lays the groundwork for basic child practicum training.

Required texts (available at UVM bookstore):


Required readings that are not from the above texts will be made available by the TA each week. Please borrow from and return to the TA.

Grading for this course will be based on the following components:
- 10% Class participation (preparedness for class and contributions to group discussions)
- 15% Administration of comprehensive child/family behavioral assessment
- 10% Initial write-up of comprehensive child/family behavioral assessment
- 20% Final write-up of comprehensive child/family behavioral assessment
- 15% Administration of intellectual assessment
- 10% Initial write-up of intellectual assessment
- 20% Final write-up of intellectual assessment

Class Guidelines:
1. 100% class attendance is expected. Missed classes will affect your class participation grade. Please inform me in advance if you must miss class to observe a religious holiday as permitted by UVM policy. **Please turn off cell phones prior to coming to class each week.**

2. Please complete reading assignments prior to class each week. You will be called upon to participate in class and your preparedness for class will affect your class participation grade.

3. In addition to content, grades on written assignments will take into account writing style, spelling and grammar. In other words, please hand in polished work. Written assignments will be critiqued by classmates and discussed in class on a rotation basis. Note: Both initial and final versions of reports will be graded and each should represent your best work.

4. Test audiovisual equipment in advance if you are taping an assessment session. No credit will be given for administration of assessments in the event that equipment fails to function.
Guidelines for Selecting Volunteer Examinees:
1. All examinees must be volunteers. Parental permission must be secured for examinees under age 18. Consent forms will be provided by the TA and must be signed prior to beginning interviewing/testing.

2. Parents must be informed beforehand that interview/test results will not be disclosed. Emphasize that you are learning how to administer interviews/tests and that the results may not be valid. You can reassure parents that the session will probably be interesting and pleasant for the child.

3. Do not test your own child, any child you know well, or children of close friends or relatives. However, your children or your friends'/relatives' children may be tested by other students in the course.

4. All examinee information is confidential. Do not discuss an examinee or his/her performance outside of class. Identify examinees in reports and on protocols by pseudonyms.

5. Begin now to line up examinees--you will need to begin testing as soon as possible. Students who have taken this course previously are good sources of suggestions for recruiting examinees.

6. All interviews/test administrations must be scheduled with and supervised by a T.A., who must be in the building at the time of testing.

Course Outline and Reading Assignments:

1/17/13 Classification and Developmental Psychopathology


Importance of Understanding Normal Development


Introduction to Evidence-Based Assessment


1/24/13 A Whirlwind Tour of Measurement Issues and Psychometrics

Chapter 4 (A primer on statistics and psychometrics; pp. 91-133) from:
San Diego: Sattler.

1/31/13  
**Intelligence Testing**


San Diego: Sattler.

2/7/13  
**Interpreting and Reporting on the WISC-IV**

Chapter 11 (Interpreting the WISC-IV; pp. 364-402) from:
San Diego: Sattler.

2/14/13  
**Issues in Defining Learning Disabilities**

Appendix H (IDEA 2004, Section 504, and ADA, pp. 245-267) from:


2/21/13  
**Clinical Interviewing with Parents, Children and Adolescents**

Chapter 5 (Planning the Evaluation and Rapport Building, pp. 81-97)

Chapter 13 (History Taking, pp. 299-314) from:

Chapter 1 (Interviewing Informants: The Basics, pp. 17-36) from:
**Structured Diagnostic Interviewing**

Chapter 11 (Structured Diagnostic Interviews, pp. 253-270) from:

Review of DBD Structured Interview

Vaughn, A. J., & Hoza, B. The incremental utility of behavioral rating scales and a structured diagnostic interview in the assessment of attention-deficit/hyperactivity disorder. *Journal of Emotional and Behavioral Disorders*. Published online February 17, 2012, DOI: 10.1177/1063426611427910

**Writing Behavioral Assessment Reports & Review of Report Template**

Chapter 16 (Report Writing, pp. 357-376) from:

Review of report template.

**Assessment of Mental Status/Assessment of Suicidality**

Appendix B (Semistructured Mental Status Examination, pp. 524-534) from:

Chapter 8 (Assessing Risk for Suicide, pp. 184-199) from:

Chapter 9 (Assessing Youth Violence and Threats of Violence in Schools: School Risk-Based Assessments, pp. 200-224) from:

**Child Self-Report Measures**

Chapter 6 (Self-Report Inventories, pp. 101-139) from:

**Rating Scales in Clinical Assessment**


**Integrating and Interpreting Assessment Information**


04/11/13

**Assessing Ethnic Minority Children**


**Assessment of Family Factors/Assessment of Child Abuse**


04/18/13

**Ethical and Legal Issues**


04/25/13

**Differentiating Medical from Psychologic/Psychiatric Disorder**

Readings to be announced.