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:**


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 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.
**Student Learning Accommodations:**
In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact ACCESS, the office of Disability Services on campus. ACCESS works with students and faculty to create reasonable and appropriate accommodations via an accommodation letter to professors with suggested accommodations as early as possible each semester. Contact ACCESS: A170 Living/Learning Center; 802-656-7753; access@uvm.edu; or www.uvm.edu/access.

**Religious Holidays:**
Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the first full week of classes. You will be permitted to make up work within a mutually agreed-upon time with no attendance point deduction from your final grade.

**UVM’s Academic Integrity Policy:**
This policy addresses plagiarism, fabrication, collusion, and cheating.
http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf

**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. **No exceptions to this policy are permitted.**

**Course Outline and Reading Assignments:**

01/14/15  **Introduction to Course and Review of Syllabus**

01/21/15  **Classification and Developmental Psychopathology**
**Introduction to Evidence-Based Assessment**

**Handout**: Normative developmental milestones.

**01/28/15**

**A Whirlwind Tour of Measurement Issues and Psychometrics**
Chapter 2 (Measurement Issues, pp. 21-45) from:

Chapter 2 (A primer on statistics and psychometrics; pp. 47-80) from:

**02/04/15**

**Clinical Interviewing with Parents, Children and Adolescents**

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

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

**02/11/15**

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

Review of DBD Structured Interview


**04/04/13**

**Child Self-Report Measures**
Chapter 6 (Self-Report Inventories, pp. 101-139) from:
Rating Scales in Clinical Assessment
Chapter 7 (Parent and Teacher Rating Scales, pp. 141-188) from:

02/25/15
Integrating and Interpreting Assessment Information
Chapter 15 (Integrating and Interpreting Assessment Information, pp. 339-356) from:

Writing Behavioral Assessment Reports & Review of Report Template
Chapter 16 (Report Writing, pp. 357-376) from:

Review of report template.

03/04/15
SPRING BREAK!

03/11/15
Assessment of Mental Status/Suicidality/Youth Violence
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:

03/18/15
Intelligence Testing

03/25/15
Interpreting and Reporting on the WISC-V
To be announced.

04/01/15
Issues in Defining Learning Disabilities
04/08/15  **Assessing Ethnic Minority Children**  

04/15/15  **Assessment of Executive Functions**  

04/22/15  **Ethical and Legal Issues**  

04/29/15  **Introduction to Functional Behavioral Assessment**  