Psychology 371: Child and Adolescent Psychological Assessment
Syllabus – Spring 2005

Class Time: Monday 9:00 a.m. – 12:00 p.m.
Meeting Place:
Instructor: Timothy Stickle, Ph.D.
Office: John Dewey Hall, Room 232
Contact Information: email: tstickle@uvm.edu, phone: 656-3842
Office Hours: Monday 2-3 p.m. or by appointment
T.A.: Amit Bernstein
Contact Information: email: amit.bernstein@uvm.edu

Course Objectives

This course is designed for graduate students in clinical psychology to (1) provide didactic material necessary for understanding psychological testing of children and adolescents, and (2) provide practical experience in conducting psychological evaluations of children and adolescents from a developmental perspective. Accordingly, in addition to teaching practical skills in intellectual and behavioral assessment, the course will present a general model of assessment. The relationship of theory in development and psychopathology to assessment practices will be discussed. The importance of psychometric properties (reliability, validity, normative data, generalizability) of assessment instruments and techniques will also be discussed. A goal of this course is for students to become competent in the critical evaluation of assessment instruments and procedures based on a variety of criteria. Therefore, the course will emphasize both how to assess child and adolescent problems and disorders, and why particular methods or measures are especially well-suited to specific tasks in assessment. The noted objectives will be met through lecture, discussion, and practical instruction in designing, administering, interpreting, and writing comprehensive psychological evaluations for youth.

Course Requirements

1. Attendance to all class meetings is required and students are required to have read all assigned readings PRIOR to the class period during which the topic will be discussed.
2. Each student is required to complete two supervised comprehensive evaluations of children or adolescents and make formal case presentations of both cases. (Additional information on this requirement is provided below.)
3. Students are required to turn in an 8-10 page critique of an assessment instrument used to test children’s and/or adolescents’ emotions, behavior, personality, intelligence, or achievement (Additional information on this requirement is provided below.)

Evaluation

Course grades will be based on:
(a) 2 evaluations – 50% (see attached description for more specificity)
(b) Class participation, including evidence of completion of readings and other assignments, answers to study questions and sample problems – 25%
(d) Critique of assessment instrument/procedure – 25%
Required Material


Additional required readings are available for copying.

Recommended Supplementary Readings


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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| 1/31  | Introduction II: Development and Psychopathology: Implications for Assessment  
Introduction III: Legal, Ethical, and Cultural Issues | Kamphaus & Frick: Chapter 3  
Kamphaus & Frick: Chapter 4  
Kamphaus: Chapter 6 |
| 2/7   | Introduction IV: Basic Psychometric Considerations                    | Kamphaus & Frick: Chapter 2  
Kamphaus: Chapter 5  
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Resources</th>
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<tbody>
<tr>
<td>2/14</td>
<td>President’s Day Holiday – No Class</td>
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| 2/21 | Introduction V: Rapport Building with Children, Adolescents, & Parents | Kamphaus & Frick: Chapter 5
Kamphaus & Frick: Chapters 12 & 14
| 2/21 | Clinical Interviews I: Overview of Structured and Unstructured Interviews | |
ADIS Manual
Administer Practice ADIS |
| 2/28 | Clinical Interviews II: The ADIS | |
Sattler & Dumont: Chapters 1 & 2
Kamphaus: Chapters 2 & 3 (available from TS)
Administer Practice WISC – unobserved |
| 3/14 | WISC-IV Scoring, Interpretation, Report Writing Assessment of Children’s Mental Abilities – Achievement Testing | Sattler & Dumont: Chapters 3 & 4
Kamphaus: Chapter 4
Administer Practice WISC – observed
| 3/21 | Spring Break: No Class | |
| 3/28 | Behavior Rating Scales The CBCL Connor’s Rating Scales Behavioral Observation | Kamphaus & Frick: Chapters 7 & 8
Kamphaus & Frick: Chapter 9 |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tr>
<td>4/4</td>
<td>More on Clinical Judgment and Diagnosis</td>
<td>Garb: Chapters 1-3</td>
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<tr>
<td>4/11</td>
<td><strong>Case Presentations</strong></td>
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<tr>
<td>4/18</td>
<td>Assessment of Family context</td>
<td>Kamphaus &amp; Frick: Chapters 13 &amp; 18</td>
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<td>Assessment of disruptive behavior disorders: Conduct Disorder and</td>
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<td>Oppositional Defiant Disorder, ADHD</td>
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<td>4/25</td>
<td>Assessment of Internalizing Problems: Depression and Anxiety</td>
<td>Kamphaus &amp; Frick: Chapter 19</td>
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<td>Issues in Assessment</td>
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<td>5/2</td>
<td>Open for catch-up and special topics. Possible topics: (1) Developmental Disorders &amp; Mental Retardation; (2) More on interpretation and report writing; (3) combining information from different sources; (4) behavioral observation</td>
<td><strong>Paper Due</strong></td>
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<tr>
<td>5/10</td>
<td><strong>Case Presentations</strong></td>
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Comprehensive Evaluations

General Requirements: Each student is required to conduct comprehensive psychological evaluations of two children or adolescents and to provide feedback to the child and parent(s) with recommendations for treatment, under the supervision of the instructor or teaching assistant. This aspect of the course is designed to provide practical experience in conducting psychological evaluations, with a particular emphasis on integrating information from a number of areas of function into a clear report with feasible recommendations for treatment that are based on this information. The student must also present the case in a formal case presentation during class.

Each evaluation must be planned with the instructor or teaching assistant using the following guidelines.

1. All evaluations must be comprehensive, which means they must include a thorough history, a psycho-educational assessment, a behavioral/emotional assessment, assessment of family context, and assessment of peer functioning.
2. Across the two evaluations, each major type of assessment instrument covered in this class must be used at least once (e.g., rating scales, behavioral observation, diagnostic interview, with IQ and achievement tests being used for both).
3. The instructor and teaching assistant will attempt to assign cases to match with each student’s particular interests. Variety (e.g., age of youth, type of problem) in cases is encouraged, however.

Grading. Performance on these evaluations will be graded based on the following criteria:

1. Preparation for the evaluation 20%
2. Proficiency in administration 15%
3. Professionalism (e.g., punctuality, respect for client, timeliness in completing evaluation, maintenance of confidentiality) 20%
4. Accuracy and readability of the report 15%
5. Interpretive Interview 15%
6. Case Presentation 15%
A major goal of this course is to help students learn to critically evaluate assessment instruments for children and adolescents, such that students can use existing instruments appropriately, and can confidently and accurately evaluate new instruments as they become available. To aid in accomplishing these goals, each student is required to select a specific assessment instrument and critique it. This critique should be designed to guide a practicing psychologist in determining the most appropriate use(s) of the instrument, especially focusing on developmental issues in its use. The critique should be comprehensive but concise (no more than 10 typed, double-spaced pages including references). The instrument must be pre-approved by the instructor and completed by May 2nd. The following is a guide for the critique.

I. Overview and Description
   (e.g., theoretical rationale for the test and test items, test format, number and description of items and scales, appropriate age range)

II. Administration and Scoring
    (e.g., qualification of users, ease of administration and scoring, adequacy of manual)

III. Psychometric Properties
     (reliability, validity, norms, generalizability)

IV. Summary and Recommendations for Appropriate Use