PSYS 372
Child & Adolescent Psychological Assessment
Spring 2017
Wednesdays 3:05 - 6:05
Room 342

Course Instructor: Kathleen B. Kennedy
Email: Kathleen.kennedy@uvm.edu
Phone: 802-656-9978
Office: Room 136
Office Hours: Wednesdays 9-10am and by appointment
TA: Gini Peisch Virginia.Peisch@uvm.edu
Assistant TA: Joanna Streck Joanna.Streck@uvm.edu
Lab: Thursdays 3:15 - 4:45 (Room 342)

Course Objectives

- Provide students with a strong foundation in basic child and adolescent assessment skills
- Become familiar with commonly used and scientifically validated assessment tools and procedures for use with children, adolescents, and parents
- Develop proficiency in the administration, scoring, and interpretation of tests and measures from multiple sources
- Develop proficiency integrating assessment information and creating written reports
- Develop awareness of psychometric, ethical, and practical considerations when conducting assessments

Expectations

- Come to class prepared to discuss readings and any other materials required for you to review prior to class
- Cell phone use is restricted. Do not check your phone during class. They will be permitted for use as timers when indicated, though we recommend putting it on airplane mode so as not to be disrupted by messages.
- Information obtained by volunteers is confidential. Identifying information (e.g., name, exact date of birth) should be altered in class discussions and written form. Do not discuss any information obtained during practice interviews or testing sessions outside of class.
- In order to become proficient in the administration of standardized tests and diagnostic interviews, the most important thing you can do is practice! Given the relatively brief amount of time we have in class, it is be necessary to dedicate time for this outside of class.
If you have a formal accommodation plan developed in conjunction with UVM’s Student Accessibility Services (SAS) or would like to discuss the supports that you need in order to learn well in this class, please contact me at the beginning of the semester. Adaptations and instructional supports are available through consultation with me and SAS (http://www.uvm.edu/access/).

You are required to attend all classes. The exceptions to this policy are as follows
  o Religious Holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.
  o Family emergencies and illnesses: If there are circumstances under which you may be able to anticipate missing one or more classes due to potential family emergency or personal illness during the semester, please let me know this as soon as possible. Should you unexpectedly be faced with one of these issues, please communicate with me about it so that we can formulate a plan to ensure that you can make up the work in a timely manner.

You are required to submit all assignments by their due date and time. Unless otherwise stated, assignments are due by 5:00pm. Late assignments will be penalized.

You are responsible for ensuring that video-recording equipment is functioning properly for all assignments requiring its use.

All students are expected to abide by UVM’s Academic Integrity Policy:
  o This policy addresses plagiarism, fabrication, collusion, and cheating.
http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf

Required text:


Required readings that are not from the above texts will be made available by the TA each week or on Blackboard

Recommended texts:


Grading for this course will be based upon the following components:

Class and lab participation: 20
Guidelines for Selecting Volunteer Examinees:

1. All examinees must be volunteers. Parental permission must be obtained 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. Gini and Joanna are good resources for assisting with this process. If you have any creative ideas for getting examinees, please let us know.

6. When you schedule to meet with examinees in VPS, you **must** obtain approval from the TAs or course instructor to ensure that one of them will be available by phone should any concerns or questions arise during the testing/interview session.

7. Students will pair up so that one student administers the WISC-V and conducts a child interview, while the other student administers a parent intake interview. Each pair will do this twice, so that you have the opportunity to work with both a child and a parent.
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<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>01/18/17 (Class)</td>
<td>Introduction to Course and Review of Syllabus</td>
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<tr>
<td>01/19/17 (Lab)</td>
<td>No scheduled lab meeting</td>
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<td>Handout: Normative developmental milestones.</td>
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<td>01/26/17 (Lab)</td>
<td>Discuss options for getting parent/child volunteers later in the semester</td>
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<td>02/01/17 (Class)</td>
<td>Guest Speaker: Ellen McGinnis, M.S.</td>
<td>Infant Mental Health Assessment and Intervention</td>
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<td><strong>Measurement Issues and Psychometrics</strong></td>
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<td>02/02/17 (Lab)</td>
<td>Practice parent intake interviews</td>
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<td>02/09/17 (Lab)</td>
<td>Continue practicing parent intake interviews</td>
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<td>Guest Speaker: Virginia Peisch, B.A.</td>
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<td>Introduction to DBD Structured Interview</td>
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<td>Vaughn, A.J., &amp; Hoza, B. The incremental utility of behavioral rating scales and a structured</td>
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<td>02/16/17 (Lab)</td>
<td>Practice ADIS</td>
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| 02/22/17 (Class) | **Child Self-Report Measures**  
**Rating Scales in Clinical Assessment**  
**Each student will present on the administration, scoring, and interpretation of one measure** |
| 02/23/17 (Lab) | Continue practicing the ADIS |
| 03/01/17 (Class) | **No class** |
| 03/02/17 (Lab) | Use class time to schedule ADIS interviews |
| 03/08/17 (Class) | **Intelligence Testing**  
Read WISC-V Manual  
| 03/09/17 (Lab) | Practice WISC-V |
| 03/15/17 (Class) | **SPRING BREAK!** |
| 03/16/17 (Lab) | **SPRING BREAK!** |
| 03/22/17 (Class) | **Interpreting and Reporting on the WISC-V**  
| 03/23/17 (Lab) | Continue practicing WISC-V |
| 03/29/17 (Class) | **Integrating and Interpreting Assessment Information**  
**Writing Behavioral Assessment Reports & Review of Report Template**  
Review of report template. |
| 03/30/27 (Lab) | Different methods used for various types of evaluations |
| 04/05/17 (Class) | **Guest Speaker: Miriam Stoll, Ph.D.**  
Assessment of Autism Spectrum Disorders  
**Assessing Autism Spectrum Disorder** |

**Issues in Defining Learning Disabilities**

04/06/17 (Lab)  
No scheduled lab meeting

04/12/17 (Class)  
**Assessing Ethnic Minority Children**

04/13/17 (Lab)  
No scheduled lab meeting

04/19/17 (Class)  
**Guest Speaker: Sarah Stanger, B.A.**
Assessment of Tic Disorders

**Assessment of Executive Functions**

04/20/17 (Lab)  
No scheduled lab meeting

04/26/17 (Class)  
**Ethical and Legal Issues**

Provide feedback in class on classmates’ first drafts

04/27/17 (Lab)  
No scheduled lab meeting

05/03/17 (Class)  
**Introduction to Functional Behavioral Assessment**

**Assessment of Mental Status/Suicidality/Youth Violence**


No scheduled lab meeting

Assignment Due Dates

02/22/2017  Each student will give a 10-minute presentation on the administration, scoring, and interpretation of a commonly-used measure for evaluating children or adolescents.

03/09/2017  Videotaped ADIS Parent interviews due

03/29/2017  Videotaped WISC-V administration and parent intake interviews both due

04/12/2017  First draft of both the parent intake interview and WISC-V/child interview. Because these will be completed with different families, you will submit two separate reports.

04/26/2017  Feedback due on classmates’ written reports. This will also be discussed in class

05/05/2017  Final draft of both reports due