

Assessment of Children

Psy 715

Fall 2016

Course Description

Child Assessment serves as an introductory graduate course to the principles and theories of the assessment of children. Throughout the semester you will be exposed to numerous theories of assessment and domains of assessment. Additionally, you will develop basic competency in many of these areas through experiential tasks (e.g., administering and scoring an intelligence test). There is no widely accepted “right” assessment; however, there are better and worse assessments for individuals and problems. At the end of the course, you should be prepared to continue honing your assessment skills in future iterations of your training. Please note that this syllabus is a tentative schedule of the course and may change as the semester progresses.

Learning Objectives:

At the end of this course, students should be able demonstrate basic competence in:

- 1) Administering, scoring, and interpreting a standardized measure of cognitive ability.
- 2) Administering, scoring, and interpreting measures of psychopathology, behavioral rating scales, and behavioral observations
- 3) Writing a psychological report that integrates a developmentally-informed case conceptualization and assessment.
- 4) Rapidly learning other standardized assessments of intelligence, academic achievement, and neurocognitive functioning.
- 5) Comparing and selecting appropriate tests for individual client needs.
- 6) Evaluating assessment-oriented research articles for their applicability to applied practice.
- 7) Understanding the ethics of test security, administration, scoring, feedback, and confidentiality.

Additionally, students will be exposed to:

- 1) A variety of tests.
- 2) Different theories of intelligence and achievement.
- 3) Different theories of development, psychopathology, ability, culture.
- 4) Debates surrounding the role of culture in assessment and methods for evaluating bias.

Course Materials

Students are responsible for obtaining the following texts which are available for purchase at UNLV's bookstore. Test manuals are available through the PRACTICE clinic. Other required readings and handouts will be posted on WebCampus.

Required Texts:

- Grey, Gregory E. (2003). Concise guide to evidence-based psychiatry. Washington DC: American Psychiatric Publishing. ISBN-13: 978-1585620968
- Morrison, James. (2014). Diagnosis made easier: Principles and techniques for mental health clinicians. Second edition. New York: Guildford. ISBN-13: 978-1-4625-1335-2

Sattler, Jerome. (2014). Foundations of behavioral, social, and clinical assessment of children and resource guide. Sixth edition. ISBN-13: 978-0-9702671-2-2

Sattler, Jerome (2008). Assessment of children: Cognitive foundations and resource guide. Fifth edition. ISBN: 978-0-9702671-6-0

Electronic Resources:

Webcampus: <https://webcampus.unlv.edu/webapps/login/>

Copies of all course materials will be posted here. Please bring paper copies to meetings as indicated in the syllabus or announcements.

Peerwise: peerwise.cs.auckland.ac.nz

Please create a username, password and join the course. Each week, you will post 2 questions about the readings for your peers to answer. Also, you should answer at least 4 questions per week. Please post questions by 3:00 pm on Wednesday and answer questions prior to class.

Other Materials:

Purchase a reliable, simple stopwatch. Make the stopwatch silent. You will use the stopwatch repeatedly the rest of your tenure at UNLV and on into the future.

Course Requirements and Grades

Grades are not as important in graduate school as they were previously in your education. My primary concern is that you learn the skills and concepts to a sufficient degree of competence that you will be able to complete future iterations of your training. While there is a great deal of subjectivity in life, much of the graded content has objectively correct answers. On any assignments where performance is not to an acceptable standard ($\geq 85\%$), the student will have the opportunity to re-do the assignment.

- 1) Attendance/Participation = 15%
- 2) Test administrations = 40%
- 3) Assessment Capstone = 15%
- 4) Exams = 30%

Final Grades use the following scale for the weighted average:

$\geq 95\%$	= A
$\geq 85\%$	= B
$\geq 75\%$	= C
$< 75\%$	= F

Schedule with readings and assignment

Week 1 – 08/28/2014

Introduction to Assessment

Sattler (2014) – Chapter 1, pages 1-39.

Introduction to Evidence-Based Assessment

Gray – Chapters 1 -4, pages 1-50.

Buros, O.K. (1965). "Why People Like Bad Tests..." In O.K. Buros (Ed.), *The mental measurements yearbooks* (6th ed.) (p. xxii). Lincoln, NE: University of Nebraska Press.

Hunsley, J., & Mash, E. J. (2007). Evidence-based assessment. *Annual Review of Clinical Psychology*, 3,

29-51. doi: 10.1146/annurev.clinpsy.3.022806.091419

Youngstrom, E. A. (2013). Future directions in psychological assessment: Combining Evidence-Based Medicine innovations with psychology's historical strengths to enhance utility. *Journal of Clinical Child & Adolescent Psychology*, 42, 139-159. doi: 10.1080/15374416.2012.736358

Reliability & Validity

Kraemer, H. C., Lowe, K. K., & Kupfer, D. J. (2005). *To Your Health: How to Understand What Research Tells Us about Risk*. New York: Oxford University Press. Read chapter on Reliability & Validity.

Due today: nothing

To do: Complete a Genogram and the Family Assessment Device for week 2.

Week 2 – 09/04/2014

Introduction to Interviewing

Sattler (2014) – Chapter 5, pages 161 – 200.

Interviewing Part 1: Developmental History

Handouts

Family Structure and Functioning

Emery, R. (1993). Family conflicts and their developmental implications: A conceptual analysis of meanings for the structure of relationships. In W. Hartup & C. Shantz (Eds.), *Family conflicts*, pages 270 – 298.

McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. New York: Norton. Read chapters 1, 2, 4

OTHER

Sattler (2008) – Chapter 10, pages XX-XX

Due today: Genogram and Family Assessment Device

To do: Mental Status Exam; Score WISC template

Week 3 – 09/11/14

Behavioral Observation

Sattler (2014) – Ch 8, pages 257 - 289

Functional Behavior Analysis

Vollmer, T.R., & Northup, J. (1996). Some implications of functional analysis for school psychology. *School Psychology Quarterly*, 11(1), 76-92. doi: 10.1037/h0088922

Test Session Behavior

Glutting, J.J., Youngstrom, E.A., Oakland, T., & Watkins, M.W. (1996). Situational specificity and generality of test behaviors for samples of normal and referred children. *School Psychology Review*, 25(1), 94-107.

Mental Status Exam

Morrison (2014) – Ch 10, pages 119 - 126

- *Due today:* Mental Status Exam; Scored WISC template
- *To do:* nothing

Week 4 – 09/18/14

Intelligence

Sattler (2008) – Chapter 8, pages XX-XX

Frisby, C. (2013). Meeting the Psychoeducational Needs of Minority Children: Evidence-based Guidelines for School Psychologists and Other School Personnel. Hoboken: Wiley. Read Chapter 5, pages 201 – 223.

WISC

Sattler (2008) – Chapter 11, pages XX-XX

Interpreting Intelligence Tests

Canivez (2013). Psychometric versus actuarial interpretation of intelligence and related aptitude batteries. In Saklofske ch 4; pg 84-104

Macmann, G.M., & Barnett, D. W. (1997). Myth of the master detective: Reliability of interpretations for Kaufman's intelligent testing approach to the WISC-III. *School Psychology Quarterly*, 12(3), 197-234. doi: 10.1037/h0088959

- *Due today:* WISC #1 of an undergrad
- *To do:* Interpreting IQ and Achievement

Week 5 - 09/25/14

Academic Achievement

Frisby, C. (2013). Meeting the Psychoeducational Needs of Minority Children: Evidence-Based Guidelines for School Psychologists and Other School Personnel. Hoboken: Wiley. Read Chapter 5, pages 223 – 257.

Interpreting Achievement

Old WIAT Manual (1992) because these methods are less emphasized in newer manuals, pages 186-189

Identifying Learning Disabilities

Fletcher, J.M., Francis, D.J., Morris, R.D., & Lyon, G. (2005). Evidence-based assessment of learning disabilities in children and adolescents. *Journal of Clinical Child and Adolescent Psychology*, 34(3), 506-522. doi: 10.1207/s15374424jccp3403_7

- *Due today:* nothing
- *To do:* Interpret IQ-Achievement

Week 6 – 10/02/14

Overview

Sattler (2008) – Chapter 5, pages XX-XX

Assessment of Minority Clients

Braden, J.P. (1999). Straight talk about assessment and diversity: What do we know? *School Psychology*

Quarterly, 14(3), 343-355. doi: 10.1037/h0089013.

Braden, J.P. (1999). Performance assessment and diversity. *School Psychology Quarterly*, 14(3), 304-326. doi: 10.1037/h0089011

Frisby, C. L. (1999). Culture and test session behavior: Part I. *School Psychology Quarterly*, 14(3), 263-280. doi: 10.1037/h0089009

Due today: Interpretation of IQ-Achievement

To do: nothing

Week 7 – 10/9/14

Interviewing Part 2

Morrison (2014) – Part 1; pages 1-69

Questions for different audiences

Sattler (2014) – Chapter 6, pages 205 – 231.

Socio-Emotional Awareness

Welsh & Bierman (2003). Using the clinical interview to assess children's interpersonal reasoning and emotional understanding. In C.R. Reynolds & R.W. Kamphaus (Eds.), Handbook of Psychological and Educational Assessment: Personality, Behavior, and Context (2nd ed.). Vol. 2, pages 219-234. New York: Guilford

Due today: nothing

To do: nothing

Week 8 – 10/16/14

Behavioral Checklists

Jensen, B.J., & Haynes, S.N. (1986). Self-report questionnaires and inventories. In A.R. Ciminero, K.S. Calhoun, & H.E. Adams (Eds.), Handbook of behavioral assessment. New York: Wiley. Pages 150-175.

Nezu, A. M., Ronan, G. F., Meadows, E. A., & McClure, K. S. (2000). Practitioner's Guide To Empirically Based Measures of Depression. New York: Kluwer Academic/ Plenum Publishers. Read Chapter 3.

Youngstrom, E.A. (2013). A primer on receiver operating characteristic analysis and diagnostic efficiency statistics for pediatric psychology: We are ready to ROC. *Journal of Pediatric Psychology*, 39(2), 204-221. doi: 10.1093/jpepsy/jst062.

Cross-informant Agreement

De Los Reyes, A., Thomas, S.A., Goodman, K.L., & Kunder, S.M.A. (2013). Principles underlying the use of multiple informants' reports. *Annual Review of Clinical Psychology*, 9, 124-149. doi: 10.1146/annurev-clinpsy-050212-185617

Due today: WISC #2 of an undergrad

To do: Nomogram handout; CAPSTONE work should start

Week 9 – 10/23/14

Diagnostic Decision-making

Gray – Ch 8

Frazier, T. W., & Youngstrom, E. A. (2006). Evidence Based Assessment of Attention-Deficit/Hyperactivity Disorder: Using multiple sources of information. *Journal of the American Academy of Child & Adolescent Psychiatry*, 45, 614-620.

Youngstrom, E.A., Choukas-Bradley, S., Calhoun, C.D., & Jensen-Doss, A. (2014). Clinical guide to the evidence based assessment approach to diagnosis and treatment. *Cognitive and Behavioral Practice*. doi: 10.106/j.cbpra.2013.12.005

Due today: Nomogram handout

To do: nothing

Week 10 – 10/30/14

EXAM!!!!

Due today: nothing

To do: Critique an example report

Week 11 – 11/06/14

Synthesizing data, recommendations & report-writing

Sattler (2008) – chapter 19, pages XX-XX

Pelco, L.E., Ward, S.B., Coleman, L., & Young, J. (2009). Teacher ratings of three psychological report styles. *Training and Education in Professional Psychology*, 3(1), 19-27. doi: 10.1037/1931-3918.3.1.19

Watkins., M. (2010). Writing psychological reports. Waco, TX: Baylor. Unpublished manuscript

Due today: Example report critique

To do: nothing

Week 12 – 11/13/14

Safety Assessment – Abuse, Risk of self-harm, risk of harming others

Helms, S.W., & Prinstein, M.J. (2014). Risk assessment and decision-making regarding imminent suicidality in pediatric settings. *Clinical Practice in Pediatric Psychology*, 2(2), 176-193. doi: 10.1037/cpp0000048

Dimensions versus Categories

Markon, K.E., Chmielewski, M., & Miller, C.J. (2011). The reliability and validity of discrete and continuous measures of psychopathology: A quantitative review. *Psychological Bulletin*, 137, 856-879.

Due today: WISC #3 with a real-live child or adolescent

To do: Clinically Significant Change handout

Week 13 – 11/20/14

Clinically Significant Change

Jacobson, N.S., Roberts, L.J., Berns, S.B., & McGlinchey, J.B. (1999). Methods for defining and determining the clinical significance of treatment effects: Description, application, and alternatives. *Journal of Consulting and Clinical Psychology*, 67(3), 300-307. doi: 10.1037/0022-

006X.67.3.300

Kazdin, A.E. (1999). The meanings and measurement of clinical significance. *Journal of Consulting and Clinical Psychology*, 67(3), 332-339. doi: 10.1037/0022-006X.67.3.332

Measuring Process

Bickman, L., de Andrade, A., Athay, M., Chen, J.I., De Nadai, A.S., Jordan-Arthur, B.L., & Karver, M.S. (2012). The relationship between change in therapeutic alliance ratings and improvement in youth symptom severity: Whose ratings matter the most? *Administration and Policy in Mental Health and Mental Health Services Research*, 39 (1-2), 78-89. doi: 10.1007/s10488-011-0398-0.

- Due today*: Clinically Significant Change handout
- To do*: Enjoy your holiday!

Week 14 – 11/27/14

THANKSGIVING HOLIDAY!!!

- Due today*: Enjoy your holiday!
- To do*: Enjoy your holiday!

Week 15 – 12/04/14

Empirically Supported Assessment

Aegisdottir, S., White, M.J., Spengler, P.M., Maugherman, A.S., Anderson, L.A., Cook, R.S., & ..., Rush, J.D. (2006). The meta-analysis of clinical judgment project: Fifty-six years of accumulated research on clinical versus statistical prediction. *The Counseling Psychologist*, 34(3), 341-382. doi: 10.1177/0011000005285875.

Meehl, P.E. (1997). Credentialed persons, credentialed knowledge. *Clinical Psychology: Science and Practice*, 4(2), 91-98. doi:10.1111/j.1468-2850.1997.tb00103.x

Westen, D., & Weinberger, J. (2005). In praise of clinical judgment: Meehl's forgotten legacy. *Journal of Clinical Psychology*, 61(10), 1257-1276. doi: 10.1002/jclp.20181.

- Due today*: CAPSTONE
- To do*: nothing

Week 16 – 12/11/14

FINAL EXAM!!! Either during regular class time or 3:10 – 5:10 PM. Exact time TBD.

General University Policies:

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the **Student Academic Misconduct Policy** and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

Copyright – The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

Religious Holidays Policy – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, **September 5, 2014**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Incomplete Grades - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library—Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.