

Syllabus for Methods of Clinical Assessment (Subject to Change During Semester)

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Office Hours: By appointment

Please Note: During the semester I am prepared to meet individually (by appointment) with any and all students enrolled in this course.

Teaching Fellows:

Adult: Sophie Choukas-Bradley (schoukas@gmail.com)

Child & Adolescent: Casey Calhoun (caseycalhoun@unc.edu)

Class Listserv: sakai.unc.edu

This list is intended to promote discussion about readings, lectures, practicum experiences, and general topics related to assessment. The list also is a forum for asking questions and getting clarification about course assignments, as well as helping coordinate the use of course materials. All instructors, the teaching assistants, and all students enrolled in the class are automatically subscribed to the list.

Meeting Time: Wednesdays 1:00-3:30 PM Davie 347 (note that some meetings that may need to be scheduled at an alternate time)

Labs will meet Monday afternoon 4:00-6:00 pm in Davie 261

Goals of Course:

- Develop competence with a measure of cognitive ability, measures of psychopathology, behavior ratings, and behavioral observations.
- Basic competence in report writing
- Basic competence in the ethics of test security, administration, scoring, feedback, and confidentiality
- Basic competence in applying a developmental framework to assessment and case formulation
- Learn skills for identifying new evidence-based techniques and tools
- Learn how to compare tools and decide what is best for individual needs of client
- Exposure to a variety of tests
- Exposure to different theories of development, psychopathology, ability, and culture
- Exposure to debates about culture and assessment, and methods for evaluating bias

- Begin building resources for your clinical practice

Grading:

My main concern is that you learn skills and concepts to a sufficient degree of competence to support your progression through the program (e.g., later clinical placements), and that you learn an attitude and approach to updating your skills and changing your practice throughout your career. Grades are not as important in graduate school as they were previously in your education. Grading will still be done mainly to provide feedback about your progress with the material and its application. There will be separate grades for the didactic and practicum components of the course. For the didactic, there will be two exams (30% of grade for midterm, 30% for final), a grade for participation (15%), and a grade for assignments throughout the semester (25%). Given the nature of the material, much of the content has objectively correct answers, and students will demonstrate mastery of these and professionalism in their attention to detail. On these assignments, work earning scores of less than 90% may be returned for the student to re-do.

Final Grades use the following scale for the weighted average:

≥95%	= H
≥85%	= P
≥75%	= L
<75%	= F

Academic Honesty:

This course begins your transition from student to professional. The content and goals of the course will expose you to many sources of information, including reference books, journal articles, computer databases, and handouts. Many of these are intended to become resources on which you can rely during your research and clinical work. By the same token, your fellow students are colleagues with whom you are expected to share materials and discuss ideas. My intention is to foster a collegial atmosphere that promotes critical thinking and reflection about course topics. Given this goal, *I will be more impressed by cooperation and discussion than competition.*

At the same time, work on exams and reports should be entirely your own. Information derived from other sources must be appropriately documented; failure to cite the source constitutes plagiarism. *Please do not incorporate text from commercial software programs into your testing reports:* one of the course goals is to develop your skills at test interpretation, and successful graduates of this course will generate more useful reports than can be created by current "canned" software packages.

Assigned Readings:

Students are responsible for obtaining the texts, which have been ordered through the university bookstore. The WISC-IV manuals are available from the departmental secretary. Required readings are on file in the cabinet in the main department office.

I have made many of the handouts available on Sakai. Please copy these and bring them to class when indicated. They are part of my lecture notes, and my intention is for you to have them available to take notes during class.

Required Texts:

Gray, G. E. (2004). *Evidence-based psychiatry*. Washington, D.C.: American Psychiatric Publishing, Inc. (~\$35 from Amazon)

Morrison, J. (2007). *Diagnosis made easier: Principles and techniques for mental health clinicians*. New York: Guilford Press.

Flanagan, D. P., & Kaufman, A. S. (2009). *Essentials of WISC-IV Assessment*. New York: Wiley.

Lichtenberger, E. O., & Kaufman, A. S. (2009). *Essentials of WAIS-IV Assessment*. New York: Wiley.

All are available from Amazon.com with no tax and discounted rates.

Week 1
8/21

Introduction of Evidence-Based Assessment

Evidence-Based Assessment – Psychology’s Perspective

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

Gray, G. E. (2004). *Evidence-based psychiatry*. Washington, D.C.: American Psychiatric Publishing, Inc. Read Chapters 1-4 (through p. 46). (These are up on Sakai so that you have access before the book arrives)

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 and 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.

Streiner, D. L., & Norman, G. R. (1995). *Health Measurement Scales: A Practical Guide to their Development and Use (2nd ed.)*. New York: Oxford University Press. Read chapters on Reliability and Validity

Homework:

Assignment 1 (Due in class the following week):

Complete Family Assessment Device and Genogram about self

Week 2
8/28

Developmental History

Handout: Developmental History – A lifespan perspective on understanding the presenting problem

Assessment of 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* (pp. 270-298).

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

Homework Assignment 1 due in class: Bring completed & scored FAD and genogram to class.

Assignment 2 (Due on week of January 27):

Pick an Evidence Based Assessment article from the Psychological Assessment 2005 special section (adult articles) or the Journal of Clinical Child and Adolescent Psychology 2005 special section (child articles). The article should be one of the “content” articles, not one of the commentaries. Critically Appraise the Topic using the criteria from Gray (2004) p. 95 (systematic reviews), p. 109 (evidence-based practice guidelines), p. 112 (clinical practice guideline), and p. 134 (studies of diagnostic accuracy). There will be some redundancy in the criteria across the four tables, and not all of them will be equally appropriate to each of the review articles. However, the exercise will reveal a lot about the points of contact and difference between the psychology versus

medical approaches to “evidence based” assessment. What would be your first choice tool for making the diagnosis? What would be your first choice for measuring outcome?

Reading for Lab

(*Definitely do these readings before attempting your first practice administration!):

Adult: Lichtenberger & Kaufman (L&K) Chapter 2 – How to Administer the WAIS-IV

Child: Flanagan & Kaufman (F&K) Chapter 2 – How to Administer the WISC-IV

Week 3
9/4

Direct Observation, Behavioral Assessment, Mental Status Exam

Read:

Shapiro, E. S., & Skinner, C. H. (1990). Principles of behavioral assessment. In C. R. Reynolds & R. W. Kamphaus (Eds.), *Handbook of Psychological and Educational Assessment of Children: Personality, Behavior, and Context* (Vol. 2, pp. 343-363). New York: Guilford.

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

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, 94-107.

Reading for Lab:

Adult: Lichtenberger & Kaufman (L&K) Chapter 3 – How to Score the WAIS-IV

Child: Flanagan & Kaufman (F&K) Chapter 3 – How to Score the WISC-IV

Mental Status Examination

Morrison Ch. 10, pp. 116-123.

Week 4
9/11

Cognitive Assessment – Measuring abilities across developmental lifespan

Adult: Lichtenberger & Kaufman (L&K) Chapter 1 – Introduction

Child: Flanagan & Kaufman (F&K) Chapter 1 – Introduction

Factor Structure of Intelligence Tests

Skim: Frazier, T. W., & Youngstrom, E. A. (2007). Historical increase in the number of factors measured by commercial tests of cognitive ability: Are we overfactoring? *Intelligence*, 35, 169-182.

Note that Sakai has folders for WISC-IV and WAIS-III with chapters from Sattler for your reference.

Week 5
9/18

Scoring and Interpreting a Wechsler Intelligence Test

Read:

KISSES Model

Canivez, G. L. (2013). Psychometric versus actuarial interpretation of intelligence and related aptitude batteries. In D. H. Saklofske, V. L. Schwann & C. R. Reynolds (Eds.), *The Oxford Handbook of Child Psychological Assessments* (pp. 84-112). New York: Oxford University Press.

Glutting, J. J., Watkins, M., & Youngstrom, E. A. (2003). Multifactorial and cross-battery assessments: are they worth the effort? In C. R. Reynolds & R. Kamphaus (Eds.), Handbook of psychological and educational assessment of children (2nd ed.). New York: Guilford Press.

Read this and L&K Chapter 5 together.

Watkins, M. W., & Smith, L. G. (2013). Long-term stability of the Wechsler Intelligence Scale for Children-Fourth Edition. *Psychological Assessment, 25*, 477-483. doi: 10.1037/a0031653

Skim: 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*, 197-234. *More point-counterpoint with Kaufman.*

"Intelligent Testing/Essentials" Model

L&K Chapter 5 – How to Interpret the WAIS-IV: Step-by-Step

(Note that both adult and child will read this – the treatment is more concise than the version in the WISC-IV book, and the conceptual issues are the same).

Week 6
9/25

Assessment with ethnic minority clients

Frisby, C. L. (1999). Straight talk about cognitive assessment and diversity. *School Psychology Quarterly, 14*, 195-207.

Braden, J. P. (1999). Straight talk about assessment and diversity: What do we know? *School Psychology Quarterly, 14*, 343-355.

The Frisby piece introduces a special section of the journal, and the Braden piece closes it. Please also scan list of Supplemental Readings on the topic of *"Culture, Test Bias and Assessment of Ethnic Minority Children"*

Show & Tell: DIF Analyses.

Discussion of Ethical Considerations for Test Selection and Interpretation with Clients from Minorities

Sattler Ch. 19 & 20 – Assessment with Minorities

Ch. 6 of old WIAT Manual. This discusses interpretation and discrepancy analysis. The material is not covered in as much detail in the newer versions. We will use it to introduce the ideas of regression, prediction, and regression to the mean.

Week 7
10/2

Developmentally Appropriate Interviews:

Read:

Welsh, J.A., & Bierman, K. L. (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 of Children: Personality, Behavior, and Context (2nd ed.)* (Vol. 2, pp. 219-234). New York: Guilford. Please skim, especially content that seems similar to Clinical Interviewing; focus on tables and specific techniques.

Rettew, D. C., Lynch, A. D., Achenbach, T. M., Dumenci, L., & Ivanova, M. Y. (2009). Meta-analyses of agreement between diagnoses made from clinical evaluations and standardized diagnostic interviews. *Int J Methods Psychiatr Res, 18*, 169-184.

Sheehan, D. V., Lecrubier, Y., Sheehan, K. H., Amorim, P., Janavs, J., Weiller, E., et al. (1998). The Mini-International Neuropsychiatric Interview (M.I.N.I.): the development and validation of a structured diagnostic psychiatric interview for DSM-IV and ICD-10. *The Journal of Clinical Psychiatry, 59* Suppl 20, 22-33;quiz 34-57.

Read Morrison pp. 1-84 (required text – not on Sakai)

Week 8
10/9

Self Report Rating Scales

Read: 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 (pp. 150-175). New York: Wiley.

Brooks, S. J., & Kutcher, S. (2001). Diagnosis and measurement of adolescent depression: a review of commonly utilized instruments. *Journal of child and adolescent psychopharmacology*, *11*, 341-376.

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.

Read: ROC Analyses Handout

Youngstrom, (2013). A primer on receiver operating characteristic analysis: We are ready to ROC. *Journal of Pediatric Psychology*.

Jensen & Haynes is an older article, but it provides helpful discussion about the shortcomings of self-report measures. The Brooks & Kutcher reading is a typical review of tests; skim it to get a sense about the relative merits of the tests and also to gain an impression of how tests are typically reviewed. The Youngstrom ROC Primer provides an example of a "thorough" work-up of an instrument, including diagnostic efficiency statistics.

Week 9 **Diagnostic Decision-Making**

10/16

Read Chapter 8, Diagnostic Tests from Gray, G. E. (2004). *Evidence-based psychiatry*. Washington, D.C.: American Psychiatric Publishing, Inc.

Youngstrom, E. A., Jenkins, M. M., Jensen-Doss, A., & Youngstrom, J. K. (2012). Evidence-based assessment strategies for pediatric bipolar disorder. *Israel Journal of Psychiatry & Related Sciences*, *49*, 15-27. (This is going to remind you a lot of the 2013 JCCAP article! ☺)

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.

Homework (due in class): Bring nomogram homework to class.

Week 10 **Exam 1**

10/23

Week 11 **Pulling It Together: Synthesizing Data and Generating Feedback & Recommendations**

10/30

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

Sattler, J.M. (2001). Chapter 21: Report Writing, pp. 676-736.

Cliff, M. A. (1986). Writing about psychiatric patients: Guidelines for disguising case material. *Bulletin of the Menninger Clinic*, *50*, 511-524.

Review of Ethics of Test Security, Administration, and Scoring; discussion of ethics around releasing report and feedback.

Homework (due in class): Critique sample report in light of readings. Note at least 3 strengths and 5 areas for improvement.

Week 12 **Behavioral Checklists and Issues of Cross-Informant Agreement**

11/6

– **Now Generalized from Childhood to Late Life**

McConaughy, S. H. (1993). Advances in empirically based assessment of children's behavioral and emotional problems. *School Psychology Review*, *22*, 285-307.

McDermott, P. A. (1993). National Profiles in Youth Psychopathology: Manual of Adjustment

Scales for Children and Adolescents. Philadelphia: Edumatic and Clinical Science. *Only need to read introduction.*

Achenbach, T. M., Krukowski, R. A., Dumenci, L., & Ivanova, M. Y. (2005). Assessment of adult psychopathology: meta-analyses and implications of cross-informant correlations. *Psychological bulletin*, 131, 361-382.

Software:

- *Achenbach Data Manager (ADM) for scoring the CBCL, TRF, YSR*

Week 13 **Clinically Significant Change**

11/13

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, 300-307.

Kazdin, A. E. (1999). The meanings and measurement of clinical significance. *Journal of Consulting and Clinical Psychology*, 67, 332-339.

Evans, S. W., & Youngstrom, E. A. (2006). Evidence Based Assessment of Attention-Deficit Hyperactivity Disorder: Measuring Outcomes. *Journal of the American Academy of Child and Adolescent Psychiatry*, 45, 1132-1137.

Streiner & Norman (1995) Chapter 11: Measuring Change.

Process Measures

Daily report cards

See Pelham handout on Sakai, and also supplemental examples

Week 14 **Empirically Supported Assessment:**

11/20

Dawes, R. M., Faust, D., & Meehl, P. E. (1989). Clinical versus actuarial judgment. *Science*, 243, 1668-1674.

Davidow, J., & Levinson, E. M. (1993). Heuristic principles and cognitive bias in decision making: Implications for assessment in school psychology. *Psychology in the Schools*, 30, 351-361.

Meehl, P. E. (1997). Credentialed persons, credentialed knowledge. *Clinical Psychology: Science and Practice*, 4, 91-98.

Åegisdottir, S., White, M. J., Spengler, P. M., Maugherman, A. S., Anderson, L. A., Cook, R. S., et al. (2006). The Meta-Analysis of Clinical Judgment Project: Fifty-Six Years of Accumulated Research on Clinical Versus Statistical Prediction. *The Counseling Psychologist*, 34, 341-382.

Youngstrom, E.A., & Frazier, T.W. (2013). Evidence-based strategies for the assessment of developmental psychopathology: Measuring prediction, prescription, and process. In Miklowitz, D., & Craighead, W.E. (Eds.), *Psychopathology (2nd Ed.)*. New York: Wiley.

11/27 **Thanksgiving – No Class; Happy chillaxing!**

Week 15 Exam 2; Portfolios Due; Lab Report/Exam Due

12/4

	CLASS TOPIC	LAB	HOMEWORK	DUE DATES
Week 1 8/21	Introduction of Evidence-Based Assessment	<ul style="list-style-type: none"> o Monday, 8/26: Introduce lab o What is an assessment session? o Introduce Mental Status Exam o Introduce WISC & WAIS 	<p>Read appropriate manual</p> <p>SCHEDULE FIRST TESTEE (if possible with either classmate or program student)</p>	
Week 2 8/28	Developmental Histories Assessment of Family Structure and Functioning	<ul style="list-style-type: none"> o 9/2: Administer to each other – 1 hour practice per student o Discuss common mistakes 		
Week 3 9/4	Direct Observation and Behavioral Assessment Test Session Behavior	<ul style="list-style-type: none"> o 9/9: Go over protocol o Discuss sticking points o Score parts together o Observed behaviors during first testing and Guide to the Assessment of Test Session Behavior 	<p>SCHEDULE SECOND TESTING (participant pool)</p> <p>Bring first scored protocol back to class</p>	FIRST SCORED PROTOCOL
Week 4 9/11	Introduction to the Wechsler and Intelligence Testing	<ul style="list-style-type: none"> o 9/16: Mechanics of Kaufman and KISSES 		
Week 5 9/18	Scoring and Interpreting a Wechsler Protocol	<ul style="list-style-type: none"> o 9/23: Lingering WISC/WAIS scoring and interpretation questions o Show & Tell: WASI and/or WRIT 	SCHEDULE THIRD TESTING – 2 PARTS (outside child or participant pool)	SECOND SCORED PROTOCOL DUE
Week 6 9/25	Culture & Regression (Achievement in Lab)	<ul style="list-style-type: none"> o 9/30: How to write a report/ incorporate different types of info 		
Week 7 10/2	Interviews	<ul style="list-style-type: none"> o 10/7: Show & Tell: WJ-III Ability & Achievement, WIAT, WRAT o Swap report drafts o Discuss sticking points/difficult sections 		THIRD SCORED PROTOCOL & REPORT DRAFT DUE
Week 8 10/9	Self Report Scales	<ul style="list-style-type: none"> o 10/14: Ways that self-report administration can be invalid o Incorporating self-report into a battery and into a report 		
Week 9 10/16	Diagnostic Decision-Making	<ul style="list-style-type: none"> o 10/21: Discuss BDI/YSR/BASC pathognomic items, scoring, getting cross-informants 		
Week 10 10/23	Exam 1	<ul style="list-style-type: none"> o 10/25: 		
Week 11 10/30	Pulling It Together: Synthesizing Data and Generating Feedback & Recommendations	<ul style="list-style-type: none"> o 11/4: 	SCHEDULE FINAL TESTING – 2 PARTS (outside child or participant pool)	FIRST REPORT DUE
Week 12 11/6	Behavioral Checklists and Issues of Cross-Informant Agreement	<ul style="list-style-type: none"> o 11/11: Swap drafts o Discuss difficult parts of report/scoring/interpretation 		
Week 13 11/13	Clinically Significant Change	<ul style="list-style-type: none"> o 11/18: 		SCORED PROTOCOLS & DRAFT DUE
Week 14 11/20	Empirically Supported Assessment	<ul style="list-style-type: none"> o 11/25: How to present results to client 		
11/27	Thanksgiving!	12/2:		
Week 15 12/4	Cumulative Final Exam	<ul style="list-style-type: none"> o 		FINAL REPORT DUE