

Syllabus for Clinical Assessment of Children and Families (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.

Class Site: sakai.unc.edu

This site and attached 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: Thursdays 3:00-5:30 PM Davie 261

(note that some meetings that may need to be scheduled at an alternate time)

Goals of Course:

- Develop Competence with additional measures of cognitive ability, measures of psychopathology, behavior ratings, and behavioral observations.
- Basic competence in report writing
- Reinforce skills for identifying new evidence and tools
- Learn how to compare tools and decide what is best for individual needs of client
- Learn how to integrate different assessment strategies into treatment planning
- Learning how to make effective recommendations
- Continue 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 a grade for participation (40%), and a grade for assignments throughout the semester (60%). 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 continues 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 assignments 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:

Required readings will be available online. I have made many of the handouts available on Blackboard as well. 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 are the same as for Assessment I – there are no additional books required for this class:

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.

Week 1* Overview and planning; Discussion of Theoretical Models

1/10 Exercise: Dividing up topics, discussing goals, meet vignettes

Week 2* Integrating Assessment and Treatment – Threshold Models & CBT Approaches

1/17 Exercise: Work up case, treatment plan, plan for next assessment
Reading: Youngstrom, E. A. (2013). Future Directions in Psychological Assessment: Combining Evidence-Based Medicine Innovations with Psychology's Historical Strengths to Enhance Utility. *J Clin Child Adolesc Psychol*, 42, 139-159. doi: 10.1080/15374416.2012.736358

Week 3 Portfolio Reprise: Externalizing Problems

1/24 Exercise: Present portfolio about an externalizing issue (multiple people)
Pick, apply, and update based on vignettes and personal interest

Week 4 Portfolio Reprise: Internalizing Problems

1/31 Exercise: Present portfolio about an internalizing issue (multiple people)
Pick, apply, and update based on vignettes and personal interest

- Week 5
2/7 **Assessment of Pediatric Bipolar Disorder**
8:00 AM Duke – Civitan Building (☐EAY to provide directions & parking info)
- 3:00 Behavioral Assessment: Time Out, Behavior Charts, FBA**
Reading:
Danforth, J. S. (1998). The Behavior Management Flow Chart: A component analysis of behavior management strategies. *Clinical Psychology Review*, 18(2), 229-257.
Danforth, J. S. (1998). The outcome of parent training using the Behavior Management Flow Chart with mothers and their children with oppositional defiant disorder and attention-deficit hyperactivity disorder. *Behavior Modification*, 22(4), 443-473.
- Week 6
2/14 **Ability and Achievement Testing: Beyond the Wechslers** (multiple people)
Exercise: What Tests Do We Have? When Would You Use them? What do we do with splits and scatter?
Feb 19 – ADHD in Adults (Tuesday)
- Week 7
2/21 (no meeting on 2/21) **Mar 5 Gifted Assessment (JKY)**
Exercise – Find gifted criteria for home school district (as if you were a parent or professional there); bring to class to compare and contrast
- Week 8
2/28 **Learning Disability Assessment in Kids**
Reading: Speece, D. L., & Hines, S. J. (2007). Learning Disabilities. In E. J. Mash & R. A. Barkley (Eds.), *Assessment of Childhood Disorders* (4 ed., pp. 598-635). New York: Guilford Press.
Exercise: Find LD criteria currently used by home school district. Develop an initial evaluation protocol to assess for LD.
- Week 9
3/5 (not 3/7) **Adult ADHD (Maitland & JKY) (-- Tuesday 3/5 at 9 am)**
- 3/14 **Spring Break!**
- Week 10
3/21 **Semi-Structured Diagnostic Interviewing**
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. *International Journal of Methods in Psychiatric Research*, 18, 169-184. doi: 10.1002/mpr.289
- Week 11
3/28 **Assessing Abuse, Risk of Harm to Self or Others (could tie in forensic)**
Reading: Cukrowicz et al., (2004). A Standard of Care for the Assessment of Suicide Risk and Associated Treatment: The Florida State University Psychology Clinic as an Example. *Journal of Contemporary Psychotherapy*, 34, 87-100.

Skim: Crooks, C. V., & Wolfe, D. A. (2007). Child Abuse and Neglect. In E. J. Mash & R. A. Barkley (Eds.), *Assessment of Childhood Disorders* (4 ed., pp. 639-684). New York: Guilford Press.

Skim: Wolfe, V. V. (2007). Child Sexual Abuse. In E. J. Mash & R. A. Barkley (Eds.), *Assessment of Childhood Disorders* (4 ed., pp. 685-748). New York: Guilford Press.
(students take MMPI and score)
- Week 12
4/4 **Temperament and Personality**
Reading: Carey, W. B., & McDevitt, S. C. (1995). *Coping with children's temperament*. New York: Basic Books.
Harkness, A. R., & Lilienfeld, S. O. (1997). Individual differences science for treatment planning:

Personality traits. *Psychological Assessment*, 9(4), 349-360.

MMPI Discussion; review Wikipedia page and discuss; show and tell with the Rorschach

Wood, J. M., Nezworski, M. T., & Stejskal, W. J. (1996). The comprehensive system for the Rorschach: A critical examination. *Psychological Science*, 7, 3-10. doi: 10.1111/j.1467-9280.1996.tb00658.x??

Meyer, G. J. (1999). Introduction to the first Special Section in the Special Series on the utility of the Rorschach for clinical assessment. *Psychological Assessment*, 11, 235-239. ??

Week 13 **(Free day – offset by bipolar assessment)**
4/11

Week 14 **How shall we talk of children’s problems? Category versus continuum, diagnosis versus dimension**
4/18
Exercise: Formulate your case from a DSM perspective, and write a one page narrative explaining your formulation and treatment plan to a family. Formulate from a dimensional perspective, and repeat – write a formulation and plan.

Week 15 **Recommendations and planning for continued self-teaching**
4/25

	CLASS TOPIC	Exercise
Week 1 1/13		Sign up for portfolios and topics
Week 2 1/20		
Week 3 1/27		
Week 4 2/3		
Week 5 2/10		
Week 6 2/17		
Week 7 2/24		
Week 8 3/3		
3/10		
Week 9 3/17		
Week 10 3/24		
Week 11 3/31		
Week 12 4/7		
Week 13 4/14		
Week 14 4/21		
Week 15 4/28		