Syllabus for Clinical Assessment of Children and Families
(Subject to Change During Semester)
Instructor: Eric Youngstrom, Ph.D.

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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:

- \[ \geq 95\% = H \]
- \[ \geq 85\% = P \]
- \[ \geq 75\% = L \]
- \[ <75\% = F \]

**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:**


**Week 1**

1/10

*Overview and planning: Discussion of Theoretical Models*

Exercise: Dividing up topics, discussing goals, meet vignettes

**Week 2**

1/17

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

Exercise: Work up case, treatment plan, plan for next assessment


**Week 3**

1/24

*Portfolio Reprise: Externalizing Problems*

Exercise: Present portfolio about an externalizing issue (multiple people)

Pick, apply, and update based on vignettes and personal interest

**Week 4**

1/31

*Portfolio Reprise: Internalizing Problems*

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:**


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**

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**

Week 11  3/28  
**Assessing Abuse, Risk of Harm to Self or Others (could tie in forensic)**


(Students take MMPI and score)

Week 12  4/4  
**Temperament and Personality**

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

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


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**Week 13**

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

**Week 14**

4/18  **How shall we talk of children’s problems? Category versus continuum, diagnosis versus dimension**

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**

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