Objectives:
In this course we will discuss issues of childhood and adolescence and how these issues relate to assessment and intervention. Theoretical models and classification systems presently available for describing childhood issues will be critically evaluated. Ethical issues particular to working with children will be addressed. A select list of psychological issues will be studied in depth. Making referrals, various methods of assessment (Child Interview, Parent Interview, Family Interview, Structured Assessment, Observation, Community Contact) and Intervention (School Programming, Community Contact, Individual Child Therapy, Child and the Family Therapy) will be surveyed with the goal of understanding the range of available community resources, assessment techniques and intervention strategies. Lastly, issues related to the planning and integration of multiple services to children may be discussed.

There are 4 main objectives in this course:

1. To introduce class members to the theory and practice of assessment, including issues in measurement, formal and informal techniques, and methods of assessment with respect to individuals, families, and environments in which children are often found.

2. To provide class members with a critical understanding of the role assessment can play in helping children, by heightening awareness of what type of information assessments can provide, thus learning if, when, and how to refer a child or the child’s family for assessment.

3. To help class members make meaningful contributions to the assessment and intervention process of children within families, schools, and social service agencies.

4. To help class members become educated consumers of assessment information so that the interpretation of reports as well as the development
and implementation of recommendations may be a well informed process.

**Format of the Course:**
This is a seminar course which meets Wednesdays 11:30 – 2:20 in MACS 331. The first half of each class we will take a “scientist” approach to the topic for the week through the use of readings, presentations, films, and discussion. Weekly readings should be completed before seminar on Wednesdays since the readings will help in the understanding and exploration of each week’s topic. Presentations will be made by me (first 3 weeks and other selected weeks) as well as class members (1 per class member). The second half of each class will be the “lab” section of this course. In the lab, we will take a ‘practitioner’ approach to the topic of assessment through the exploration of professional publications, tests materials, and experiential lab activities. This half will be taught by me, unless there are members of the class who are particularly familiar with some of the tests that we will consider.

**Texts:**

**Required Books:**


**The following texts might be useful to you. I own copies of each. You can borrow them from me.**

DSM-IV (I have enough copies for each member of the class for the first week.)


Course Requirements:

1. Individual Contribution to Class
Please plan to attend all classes and to participate in class discussions and activities. The theoretical models and topics that will be studied are from various, and at times, clashing paradigms. Although the editors of the texts that I’ve chosen have tried to make each chapter in their books uniform, the readings are written in varying styles, some authoritative, some authoritarian and often offensive, some amusing, some silencing, some empowering. Class members usually have varied backgrounds (very little child/adolescent/family development background to extensive child/adolescent/family development background), who will be choosing varied levels of application of assessment techniques for their chosen careers (clinical application, applied but not clinical, research application), resulting in diverse needs for the actual application of knowledge. It is likely that the experience of this course will be emotionally challenging for each member of the class some time during the semester and possibly multiple times throughout the semester. Differences in perspective are sought in the hope that the diverse perspectives can be explored and valued within an atmosphere of respect. The above is to emphasize that your contribution to each class is important to add to the diversity of perspectives represented in our discussions.

2. Class Presentations
Each student will be involved in one presentation during the semester. The task for the presentation is to synthesize the readings of a particular area of childhood/adolescent/family assessment and present the synthesis for the class to consider. You will need to do extra reading, beyond the week’s assignment, to accomplish your presentation. During the presentation you may combine any and all of the following: lecture, role playing, experiential activities followed by discussion, film presentation with discussion of relevant issues. You also will need to provide your power point presentation (including any references that were particularly useful in preparing your presentation) via email to class members prior to your presentation. The presentations will be scheduled during the first class of the semester. The criteria for evaluation are as follows:

- **Content:** interpretation of the material, appropriate scope and focus, presentation of key ideas

- **Critical Perspective:** ability to integrate and/or contrast readings; discuss limitations; alternative views; biases

- **Delivery and Organization:** agenda, objectives, timing, technical aspects of presentation (overheads, handouts, etc.)

- **Personal Style:** comfort, leadership, sensitivity to group process
3. Developmental History and Social-Emotional Assessment of a Child

For this assignment you will be conducting interviews in order to take a thorough developmental and family history of a child/adolescent and you will also be using several standardized measures to assess the child’s/adolescent’s social and emotional life. You will be interviewing the child/adolescent and the child’s/adolescent’s parents(s). The child/adolescent should be between 4 and 16 years of age. The child/adolescent need not be experiencing any difficulties, in fact it may be preferable since this may be your first time for administering many of the measures. Please consider who you might interview. Since this is practice for you and because you are not yet familiar with interpreting various measures, the child/adolescent and parents you interview will not be given a copy of the assessment, not any information on the assessment after it is completed. In a sense the family and the child/adolescent are “volunteering” to help you learn. However, if your assessment seems to have resulted in information that would be crucial for the parents and child/adolescent to know, I will personally give feedback on the assessment to the child’s/adolescent’s parents. You should not be interviewing someone you know very well. In the past, each class member was able to locate one family that would volunteer for the assignment and then the members exchanged families so that the child/adolescent and parents were relatively unknown. The assignment will include creating a set of interview questions for the developmental and family history, conducting the interview, then deciding from the interview which measures to administer. The information you obtain from the interview and the measures you administer will be written in a report which will include an a summary of the information you’ve obtained, conclusions, and recommendations.

The criteria for marking is as follows:

- **Quality of Interview:** Quality of questions, how well the major areas of development are covered, thoroughness of questions.

- **Quality of Administration and Scoring of Measures:** Accuracy administration and scoring of the measures.

- **Content of Written Report:** Accuracy and thoroughness of the information summarized in your report. Conclusions and recommendations that are consistent with the report.

- **Format, Grammar, and Style:** Presentation is very important. This assignment allows you to practice writing a professional report. It is not uncommon for reports of this nature to be read by a diverse collection of professionals, as well as the child’s parent(s).

This assignment is due one week after the last day of classes or before that date.
**Evaluation:**

- Class Presentation: 30%
- Developmental History and Assessment: 50%
- Individual Contribution to Discussion: 20%
Jan. 11  **Discussion:** Introduction of Course & Discussion of Classification

Significance of this course
Overview of the semester
Introduction of class members including interest and backgrounds
Creation of an atmosphere of respect
What do we mean by “Assessment?”
Classification Categories

**Readings**


**Lab:** Classification Systems for Infancy, Childhood, and Adolescence

(I will supply the DSM-IV and the ICD-10 for this lab.)

Review of various classification systems - DSM IV & ICD-10


Jan. 18  

**Discussion: Involving Yourself in Children’s Lives**

Standards of Professional Conduct  
Informed Consent  
Confidentiality  
Interviewing parents and children/adolescents

**Readings**


*Canadian Code of Ethics for Psychologists*, Canadian Psychological Association, 2000. (pdf … will be sent to you via email, please look over)


**Other Reading:**


Chapter 1, “Assessment of behavior by interview methods: General considerations”  
Chapter 2, “Interviewing children, parents, teachers, and families”.

Lab: Interviewing each other for developmental histories

Planning the initial meeting with family/child/adolescent
Discussion of Child Assent/Adolescent Consent/Parent Consent
Discussion of Confidentiality
Interviewing
Discussion of the Assessment Assignment

Jan. 25 Discussion: Standards of Testing in Canada

Reading:

(I will supply the APA reading ... We’ve ordered several copies for use in the assessment courses and you can borrow one for a week.)


Other Readings


Lab: Taking a Look Inside the Cover: Critical Analysis of Some of Measures

Family Assessment Measure – III
Batelle Developmental Inventory, 2nd Edition
Child Behavior Checklist
Children’s Depression Inventory
Trauma Symptom Checklist &
Scenarios - using the Standards of Testing

Feb. 1 **Discussion:** Assessment of Family, Parenting, and Home

General Family Functioning
Assessing the Family System
Parenting Stress

**Readings**


**Other Readings:**


**Lab:** Assessing Families
Family Assessment Measure – III
Family Environment Scale
Conflict Tactics Scale
Parenting Stress Index (3rd ed.)
Home Observation for Measurement of the Environment

**Discussion of Interview Child/Adolescent & Parents**
Be prepared to begin discussing your interviews in class from this week onward.
Feb. 8  **Discussion:** Assessment of Maltreatment and Neglect

**Readings**


**Further Readings:**


**Lab:**  **Assessing for Maltreatment**  
Conflict Tactics Scale  
Trauma Symptom Checklist  
Video: Interviewing for Child Sexual Abuse
Feb. 15  **Discussion:** Assessment of Infants and Preschoolers ... observing and mini-experiments

**Readings**

*Chapter 3, “Infant Scales”*
*Chapter 4, “Preschool Tests” (pp. 80-84)*

**Lab:** How do you assess someone who can’t be interviewed?
- Brazelton Neonatal Behavioral Assessment
- Bayley Scales of Infant Development
- Batelle Developmental Inventory, 2nd edition
- DISC Screen
- Brigance Diagnostic Inventory of Early Development
- Ages & Stages Questionnaire
- Nipissing District Developmental Screen
- Denver Developmental Screening Test - 2
Feb. 29  **Discussion: Externalizing/Behavior Disorders**

**Readings**


**Lab**

ADHD Rating Scale
Child Behavior Checklist (Self, Parent & Teacher forms)
Connors
Mar. 7  **Discussion:** Substance Abuse

**Readings**


**Lab**

I'm working on this …
Mar. 14  **Discussion:** Internalizing/Mood Disorders

**Readings**


**Other Readings:**


**Lab:** Assessing Internalizing/Mood Disorders

Child Behavior Checklist (Self, Parent & Teacher forms)
Child Depression Inventory
Reynolds Adolescent Depression Scale
Mar. 21  **Discussion: Gender Identity and Sexual Disorders**

**Readings**


**Lab: Still working on this …**

Gender Identity/Gender Dysphoria Questionnaire
Mar. 28  **Discussion: Developmental Disorders - Autism**

**Readings**


**Lab:**

CARS
CHAT
ADOS
Adaptive Behavior Scales
Apr.  4  Discussion:  Personality, Projective Techniques, and Report Writing (whew!)

Readings


Other References specifically related to children’s play and drawings!!!

Assessing Children’s Drawings
Draw-a-person
House-Tree-Person
Kinetic Family Drawings
... a brief look at the following books because they provide examples of structured systems for assessing children’s drawings.

Koppitz, E. M. (1968). *Psychological Evaluation of Children’s Human Figure Drawings.* The Psychological Corporation.


Videos: Nancy Boyd Webb - “Techniques of Play Therapy”, & Eliana Gil - “Play Therapy for Severe Psychological Trauma”

**Additional Readings!!!:**


**Lab**

Structured Clinical Interviews  
Personality Inventory for Children  
Projective techniques including Roberts Apperception Test for Children  
Discussion of reports to be written  
Wrapping up the semester by talking about intervention
VIDEO SUGGESTIONS FOR USE IN PRESENTATIONS

AMERICAN BEAUTY
ANGEL AT MY TABLE
BASKETBALL DIARIES
BASTARD OUT OF CAROLINA
COLOR PURPLE
EMPIRE OF THE SUN
GIRL INTERRUPTED
HEAVENLY CREATURES
I AM SAM
ICE STORM
JUNO
KOLYA
LIFE AS A HOUSE
MA VIE EN ROSE
MEAN GIRLS
MY LEFT FOOT
MY LIFE AS A DOG
NELL
ORDINARY PEOPLE
SHINE
SQUID AND THE WHALE
TEMPLE GRANDIN
THE GREAT SANTINI
THE SILENT ROOM
THIRTEEN
VIRGIN SUICIDES
YOU CAN COUNT ON ME
WHEN A MAN LOVES A WOMAN

On U of G home page – click ‘Library’ on the search window

(Please note: If you are accessing the library from off campus, you’ll need to log in using the ‘Off-campus log in’ at this point)

On ‘University of Guelph Library’ page - Click on title ‘Find Resources >>’

On ‘Find Resources’ home page - scroll down and click on ‘Electronic Books’

On ‘E-Books’ home page – Scroll down, Science heading, find ‘Springer’ – click on ‘Springer’

On ‘Springer’ home page – Click on ‘Books’

On ‘Books’ home page on left in the ‘search within books’ box – type in “Clinical Assessment of Child and Adolescent Personality and Behavior” in quotations ... don’t forget the quotations!

The 2010 e-edition of *Clinical Assessment of Child and Adolescent Personality and Behavior* is the first book on the list – Click on the title

On the left-hand side of the page you can select the Chapter that you would like to read

You can also choose to download the pdf of the chapter by selecting the chapter and then clicking on the ‘download pdf’ icon

I would strongly suggest that you download the pdfs and save them on your computer in a file labeled by the name of the e-book. Label each pdf by the chapter number and the title of the chapter. (i.e., Chapter 1 – Historical Trends). Do this early in the semester.

I wish you all GOOD LUCK in following the directions.