

PSYC*6700, Course Outline: Winter 2017

General Information

Course Title: Personality and Social-Emotional Assessment

Course Description: This course covers topics in social-emotional assessment of children and teens.

Credit Weight: half-course (one term)

Academic Department (or campus): Psychology

Semester Offering: Winter 2017

Class Schedule and Location: Wednesdays 11:30-2:20 in ROZ 109

Instructor Information

Instructor Name: Barbara A. Morrongiello

Instructor Email: bmorrong@uoguelph.ca

Office location and office hours: Office hours are by appointment

Course Content

Specific Learning Outcomes:

OBJECTIVES: In this course we will discuss approaches to and important issues in assessment of children's personality and social-emotional status, become familiar with a number of measures to assess children's personality and social-emotional functioning, review sections of the DSM-5 manual that are relevant to diagnosing personality/social-emotional problems in children, consider differential diagnosis issues, and spend considerable time doing case work and comparing a developmental with a psychopathology perspective (i.e., wearing a 'Clinical Hat' vs 'Developmental Hat'). You will also develop clinical skills by participating in an assessment at the clinic; this will not contribute to your grade.

Lecture Content:

There will be some lecture material covered in most classes by me but the core of the class meeting times will involve discussion of issues that relate to presentations and/or the readings. I expect our discussions to be lively, wide ranging, and involve critical evaluations of the readings as well as attempts to construct the "big picture(s)". Extensive discussion of diagnostic and differential diagnosis issues will occur throughout the course.

Details about the Weekly Course Content

Week	Topic
12 Jan	Discussion of the assessment process and approaches to SE/Personality
18 Jan	<p>Methods - Overview:</p> <ul style="list-style-type: none"> • Interviewing (structured and otherwise), behavioural observation, self/other behaviour rating scales, etc. • Practice 'first meeting' exercise in class, as time allows
25 Jan	<p>Projective Tests</p> <p>Measures:</p> <ul style="list-style-type: none"> • Children's Apperception Test (CAT, CAT-H) • Roberts Apperception Test Children (RATC) • Kinetic Family Drawing Test (KFD)/Kinetic School Drawing (KSD) • Draw-A-Person (DAP) • House-Tree-Person technique (HTP) • Child in the Rain Test (CRT) • Sentence Completion Test (SCT) • Rorschach Test
1 Feb	<p>Behavioral / Externalizing Disorders: [5 presentations: 3 this week, 2 next]</p> <p>Measures:</p> <ul style="list-style-type: none"> • Achenbach Children's Behavior Checklist (CBCL) • Connors Behavior Rating Scale Revised • Kohn Problem Checklist • Kohn Social Competence Scale • Behavior and Emotional Rating Scale (BERS) • Vineland Adaptive Behavior Scale (VABS) <p>Diagnosis of externalizing cases as homework assignment (work independently)</p> <p>NOTE: The relevant DSM-5 chapters to review for these presentations + HW include:</p> <ul style="list-style-type: none"> • Attention-Deficit/Hyperactivity Disorder (ADHD) • Neurodevelopmental Disorders (Tourette's Disorder) • Disruptive, Impulse-Control, Conduct Disorders (ODD, CD, IED)

8 Feb	<p>Family Context [2 presentations]</p> <p>ISSUES (see reading list)</p> <p>Measures:</p> <ul style="list-style-type: none"> • Family Adaptability & Cohesion Evaluation Scale (FACES IV) • Family Environment Scale (FES-4 ed)/CVFES (children’s version) • Family Relations Test (FRT) • Dyadic Adjustment Scale (DAS) • Parenting Stress Index (PSI) • Stages of Family Life Cycle • Children's Attitude Towards Mother (CAM) • Children's Attitude Towards Father (CAF) • Index of Parental Attitudes (IPA) • Parent Perception Inventory (PPI) • Sibling Relationship Measures (SIB, SRQ)
15 Feb	<p>Internalizing Disorders and Self Esteem – Anxiety/Obsessive-Compulsive Disorders/PTSD</p> <p>Measures:</p> <ul style="list-style-type: none"> • Revised Children's Manifest Anxiety Scale (RCMAS) • State-Trait Anxiety Scale for Children (STAIC) • Fear Survey Schedule for Children (FSSC-R) <p>NOTE: The relevant DSM-5 chapters to review for these presentations + HW include:</p> <ul style="list-style-type: none"> • Anxiety Disorders (PICK ONE OF: Social Anxiety or Specific Phobia) • Obsessive-Compulsive and Related Disorders (OCD) • Trauma and Stressor-Related Disorders (PTSD)
1 Mar	<p>Internalizing Disorders and Self Esteem – Depression/Self Esteem [2 Presentations]</p> <p>Measures:</p> <ul style="list-style-type: none"> • Children's Depression Inventory (CDI) • Reynolds' Adolescent Depression Inventory (RADSI) • Self Perception Profile for Children (Harter) • Children's Self Concept Scale (Piers-Harris) <p>Diagnosis of internalizing cases as homework assignment (work independently)</p> <p>NOTE: The relevant DSM-5 chapters to review for these presentations + HW include:</p> <ul style="list-style-type: none"> • Major Depressive Disorders (MDD, Disruptive Mood Dysregulation) • Bipolar and Related Disorders (Bipolar I and II: READ CHAPTER BUT NO PRESENTATION ON THIS TOPIC)

8 March	<p>Assessing for suicide potential & DSM-5 classification issues</p> <p>[Discuss DSM-5 internalizing cases]</p>
15 Mar	<p>Personality – Issues and Measures</p> <p>Measures:</p> <ul style="list-style-type: none"> • Infant-Toddler Social and Emotional Assessment (ITSEA) • Personality Inventory for Children (PIC) • Minnesota Multiphasic Personality Inventory (MMPI-A) • Millon (MACI) <p>Case Assignment #1 and discussion of what you need to do + practice with a few additional cases in class</p>
22 Mar	<p>Personality – Disorders [I present on Borderline]</p> <p>Diagnosis of personality cases as homework assignment (work independently)</p> <p>NOTE: The relevant DSM-5 chapters to review for the presentation + HW include:</p> <ul style="list-style-type: none"> • Personality Disorders (Borderline)
29 March	<p>Assessment of Child Abuse/Parenting Competence/Attachment/ASDs</p> <p>Measures:</p> <ul style="list-style-type: none"> • ADOS <p>[Discuss personality homework cases]</p> <p>VIEW FAMILY THERAPY TRAINING TAPE</p> <p>Diagnosis of attachment and ASD cases as homework assignment (work independently)</p> <p>NOTE: The relevant DSM-5 chapters that apply for HW include:</p> <ul style="list-style-type: none"> • Neurodevelopmental Disorders (ASD) • Trauma and Stressor-Related Disorders (focus on attachment disorders that you should be familiar with and might be covered in the homework)
5 April	<p>Case Review in class – now the fun really begins</p> <p>Case Assignment #2 and discussion of what you need to do + practice with a few additional cases in class</p> <p>[Discuss attachment & ASD cases]</p>

17 April	<p>Two Case Assignments are due by noon please.</p> <p>Please SEND THESE VIA EMAIL and LEAVE the exam questions sheet in my mailbox (put your name on this). If you do not return the exam questions sheet, I will not be submitting a final grade for you. All exam question sheets are to be returned to me and I am trusting you to behave ethically and not copy or circulate these as I sometimes reuse assignments over years. Thanks!</p>
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Course Assignments and Tests:

Further information about these assignments appears on the last page and will be discussed in class.

Assignment or Test	Due Date	Contribution to Final Mark (%)
In-Class Presentation (Externalizing Disorders)	Feb 1 & Feb 8	9%
In-Class Presentation (Internalizing Disorders)	Feb 15 & Mar 1	9%
Differential Diagnosis Homework Assignments (4)	Feb 1, Feb 15, Feb 15, Mar 1, Mar 23	4 x 8% each = 32%
Planning an Assessment	April 17 by noon	25%
Preparing a Report	April 17 by noon	25%

Course Resources

Other Resources:

Weekly readings will be made available (I have scanned these); there is no required textbook other than accessing the DSM-5 (some have been ordered – check bookstore) or [order online access](#):

Available on-line: <http://dsm.psychiatryonline.org/doi/book/10.1176/appi.books.9780890425596>

Note that on the reading list I suggest things to consider as you do each reading so consult the reading list as you do the weekly readings.

For most weeks starting in week 3 there will be a file folder that contains tests relevant to the topic we are discussing and which you might want to review; it is useful to become generally familiar with these instruments as they may be used in clinical settings in which you work. This file folder will be on the bookshelf in the 3rd floor copy room.

Course Policies

Course Policy regarding use of electronic devices and recording of lectures:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

University Policies

E-mail Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Grounds for Academic Consideration](#)

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#):

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email csdexams@uoguelph.ca or the [Student Accessibility Services Website](#)

Course Evaluation Information

Please refer to the [Course and Instructor Evaluation Website](#) .

Drop date

The last date to drop one-semester courses, without academic penalty, is **Friday, March 10**. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).
[Current Graduate Calendar](#)

Additional Course Information

Assignments

- 1) For the **in-class presentations**: Each of you will pick two topics across two areas we will cover in class (so one externalizing and one internalizing disorder). Then, you will do a short 40 minute (30 min + discussion/question time of 10 minutes) in-class presentation (9% each = 18% in total). Please do not go over 40 minutes – budget your time.

For each of these you should (a) review the DSM manual and outline the primary presenting symptoms and any particular demographic or history information related to the disorder; DO NOT spend time giving lots of statistics or long list of comorbidity issues, (b) mention key differential diagnosis issues (what might one confuse this with) OR what are 1 or 2 critical questions to address in assessment or diagnosis, (c) identify 1 or 2 common assessment measures that are used for diagnosing the disorder in the research literature or at the CPS (give name of measure, mention approach used such as it is an interview or questionnaire, and give age ranges it applies to, and if you can locate a few sample items then present these too along with the response scale or coding scheme – the point is to give people a sense of the assessment measure and who it applies to and how you use it); and (d) locate 1 or 2 recent articles that speak to the issue of differential diagnosis and/or current theoretical or assessment debates about this disorder and share those issues with the class by explaining the issue and what the current thinking is on the issue and pose 1 or 2 discussion questions for the class.

ALSO: please try to locate a video clip (e.g., YouTube) to show the class what the disorder looks like in children or adolescents or adults – it is helpful to ‘experience’ how a client might present.

Organize a summary of this information on a one page (2 sided) handout for your classmates. Please provide a listing of the few references you found on the handout.

The aim of this assignment is to increase familiarity with diagnosis of disorders in childhood, and expand your knowledge of assessment, differential diagnosis, and current theoretical and assessment issues.

- 2) For the **case assignments: #1:** I will provide you a ‘presenting problem’ and you will have to plan an assessment strategy (25%), and for #2 I will provide ‘findings from an assessment’ and you will be asked to prepare a report summarizing these findings and making recommendations accordingly (25%). We will practice doing these types of tasks in class on other sample cases so you will be well prepared!

ALL WORK ON THIS ASSIGNMENT SHOULD BE YOUR OWN (i.e., no discussion with other students about the case, past grading, etc.)

- 3) To promote development of further clinical skills, you will be paired with someone at the clinic who is conducting an assessment. At a minimum: You will sit in on the history taking session and administer a Kinetic Family Drawing Test to the child; if you have more advanced skills, you may be allowed to administer and score additional tests to assess social-emotional functioning. You will figure this out by discussing this with your assigned clinic supervisor. This aspect of the course assignments will not be graded but I will ask all supervisors to alert me if they identify any difficulties or problems in your interactions with the children/adolescents. Also, we will find time throughout the term to have you individually share your experiences doing this.
- 4) Throughout the course we will conduct **case-based diagnostic work** aimed at increasing your familiarity with the content of the DSM, especially differential diagnosis, and with assigning diagnoses based on this multi-axial approach. These will be handed out as homework assignments (4 x 8% each = 32%) that will be graded and discussed in class. In addition, we will do more case work in class, as time allows.

TO BE CLEAR: All work on all assignments (including homework assignments) is to be completed independently. Doing otherwise constitutes cheating.