

PSYC*6700, Course Outline: Fall 2019

General Information

Course Title: Personality and Social-Emotional Assessment

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

Credit Weight: half-course (one term)

Academic Department (or campus): Psychology

Semester Offering: Fall 2019

Class Schedule and Location: Wednesdays 2:30-5:20 Rozanski Hall, Room 109

Instructor Information

Instructor Name: Barbara A. Morrongiello

Instructor Email: bmorrong@uoguelph.ca

Office location and office hours: Office hours are by appointment (email me anytime!)

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, and do case work in which we compare 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)".

Learning Objectives:

Upon successful completion of this course students should be able to:

1. Demonstrates knowledge of psychological assessment with a focus on social-emotional functioning in children and adolescents.
2. Identify and delineate major theoretical perspectives on social-emotional functioning and assessment in psychology.
3. Identify diversity-related issues relevant to social-emotional assessment (e.g., age, gender, ethnicity, culture).
4. Identify and delineate ethical principles and professional practice standards related to psychological assessment.
5. Gain knowledge in psychometrics relevant to the development and selection of psychological measures with a focus on social-emotional functioning in children/adolescents.
6. Demonstrate knowledge of DSM-5 (e.g., symptoms of child disorders) and practice applying this knowledge to diagnose cases.
7. Practice using an assessment tool with children/adolescents in the CPS clinic.
8. Write mock psychological assessment reports summarizing and interpreting observations and test results.
9. Share feedback from your clinic assessment with a child/adolescent.
10. Gain experience in case formulation and differential diagnosis issues relevant to social-emotional functioning applying the DSM-5.
11. Demonstrate skills in professionalism relevant to the practice of clinical psychology, through the completion of assigned work and all interactions with fellow learners, course instructor, CPS faculty, including: communication, collaboration, participation, critical thinking, problem solving, and communication.

CCAP COMPETENCIES, LEVEL, and Learning Objectives (# addressed)

<p>Professionalism & Interpersonal Relationships</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of theories and empirical data regarding relationships (e.g., interpersonal relationships, power relationships, therapeutic alliance, interface with social psychology, etc.) 2. Demonstrates knowledge of self (e.g., motivation, culture, resources, values, personal biases, factors that may influence the professional relationship such as limits) 3. Demonstrates knowledge of others, including the macro- (e.g., work, national norms, etc.) and micro-environments (e.g., personal differences, family, culture, gender differences, etc.) in which people function 	<p>Basic</p> <p>Basic</p> <p>Intermediate</p>	<p>2, 3, 6</p> <p>3, 6, 7, 8</p> <p>3, 7</p>
<p>Assessment & Evaluation</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of human populations served and human development 2. Demonstrates skill in formulating appropriate referral questions 3. Demonstrates knowledge of and selects appropriate psychological assessment methods, based on psychometric properties and evidence base, across referral and practice areas (e.g., cognitive, personality, diagnostic, strengths) 4. Appropriately applies assessment methods (standardized measures and clinical interviewing), consistent with case formulation, and scores and interprets assessment data 5. Demonstrates knowledge of diagnostic systems including DSM-5 and others (e.g., ICD-10) and effective skills in making a diagnosis when appropriate 6. Demonstrates knowledge of and ability to conceptualize cases with consideration to intra-, inter-personal, and systemic contexts, along with strengths 7. Demonstrates skill in effective written and verbal communication (e.g., results from assessment, diagnostic feedback) 8. Demonstrates skill in developing recommendations and action plan based on assessment findings 	<p>Intermediate</p> <p>Basic</p> <p>Intermediate</p> <p>Basic</p> <p>Intermediate</p> <p>Intermediate</p> <p>Basic</p> <p>Intermediate</p>	<p>3, 5, 7, 8</p> <p>7, 8, 9</p> <p>1, 3, 5, 6, 10</p> <p>5, 8, 10</p> <p>6, 10</p> <p>8, 9, 10</p> <p>8, 9, 10</p> <p>8, 9, 10</p>
<p>Intervention & Consultation</p> <ol style="list-style-type: none"> 1. Demonstrates knowledge of the relation between assessment and intervention 	<p>Basic</p>	<p>8, 9, 10</p>

<p>Research</p> <ol style="list-style-type: none"> Engages in critical consumption and interpretation of the scientific literature and performs scientific review and critique (i.e., evaluate its significance, limitations, and contribution) Demonstrates knowledge and skill in statistical and analytic approaches, and measurement theory, and their application to scientific inquiry Interprets research findings with consideration to context (e.g., study limitations, methodology, broader literature) 	<p>Basic</p> <p>Basic</p> <p>Basic</p>	<p>2, 5, 6</p> <p>5</p> <p>1, 2, 3</p>
<p>Ethics & Standards</p> <ol style="list-style-type: none"> Demonstrates knowledge of major ethical principles, issues, and dilemmas, and common professional issues relevant to the practice of psychology Demonstrates knowledge of standards and codes of professional conduct Proactively Identifies and conceptualizes potential and actual ethical issues and dilemmas. 	<p>Basic</p> <p>Basic</p> <p>Basic</p>	<p>1, 3, 10</p> <p>1, 3</p> <p>1, 3, 7, 11</p>

Details about the Weekly Course Content

Week	Topic
11 Sept	NO CLASS – lots of readings for next week – come ready to discuss - enjoy 😊
18 Sept	Assessment approaches to SE/Personality
25 Sept	<p>Methods</p> <p>Overview, Pros and Cons of Different Methods, Culture/Diversity Issues</p> <ul style="list-style-type: none"> Interviewing, behavioural observation, self/other behaviour rating scales, checklists. Practice ‘first meeting’ exercise in class, as time allows
2 Oct	<p>Projective Tests</p> <p>Overview, Pros and Cons of 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 Tests (SCT)

Week	Topic
	<ul style="list-style-type: none"> Rorschach Inkblot Test
9, 16 Oct	<p>Externalizing/Neurodevelopmental/Eating Disorders Assessment Measures and Issues</p> <p>6 presentations: 3 this week (ODD, CD, IED) and 3 next week (ADHD, TS, AN)</p> <p>Measures (I will provide Handouts about these):</p> <ul style="list-style-type: none"> Achenbach Children's Behavior Checklist (CBCL) – all versions Conners' Behavior Rating Scale (CBRS) – Revised Conners 3 (ADHD) Social Skills: School Social Behavior Scales (SSBS-2) <p>Hand out Externalizing cases - homework assignment #1 on Oct 9 (due Oct 23)</p> <p>NOTE: The relevant DSM-5 chapters to review for HW include:</p> <ul style="list-style-type: none"> Neurodevelopmental Disorders (Tourette's Disorder, ADHD) Disruptive, Impulse-Control, Conduct Disorders (ODD, CD, IED) Eating Disorders (AN)
23, 30 Oct	<p>Family Context Assessment Issues, Challenges to Defining Normal/Typical, Cultural Considerations</p> <p>Measures (I will provide Handouts about some of these):</p> <ul style="list-style-type: none"> Family Adaptability & Cohesion Evaluation Scale (FACES IV to assess Cohesion and Flexibility dimensions) Family Assessment Measure (FAM III – assessment measure in clinical work) Family Assessment Device (FAD: General Functioning Scale for quick screening to identify problem areas – used a lot in research) Systemic Clinical Outcome Routine Evaluation (SCORE-15, SCORE-28: good to capture changes in family due to therapy) Family Relations Test (FRT) – child completed - great to capture 'incoming' and 'outgoing' emotions to different family members Parenting Stress Index (PSI)- good to capture sources of stress that parent is experiencing from the child and otherwise (e.g., life events) Stages of Family Life Cycle – place the family in a developmental context 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) <p>Discuss homework assignment #1 on Oct 30th</p>

Week	Topic
6 Nov	<p>Internalizing and Trauma Disorders and Self Esteem</p> <p>6 Presentations: 3 this week (OCD, Social Anxiety, Selective Mutism) and 3 next week (MDD, DMDD, PTSD)</p> <p><u>ANXIETY</u> is the focus this week – Assessment Issues and Measures</p> <p>Measures (I will provide Handouts about these):</p> <ul style="list-style-type: none"> • Revised Children's Manifest Anxiety Scale (RCMAS-2) • Multidimensional Anxiety Scale for Children (MASC-2) <p>AND we will discuss Post-traumatic Growth</p> <p>Hand out Internalizing cases - homework #2 (due Nov 20)</p> <p>NOTE: The relevant DSM-5 chapters to review for HW include:</p> <ul style="list-style-type: none"> • Anxiety Disorders (e.g., Generalized Anxiety Disorders, Social Anxiety, Separation Anxiety, Selective Mutism) • Obsessive-Compulsive and Related Disorders (OCD)
13 Nov	<p>Internalizing and Trauma Disorders and Self Esteem [3 Presentations]</p> <p><u>DEPRESSION</u> is the focus this week – Assessment Issues and Measures</p> <p>Measures:</p> <ul style="list-style-type: none"> • Children's Depression Inventory (CDI) • Reynolds' Adolescent Depression Inventory (RADS) • Self-Perception Profile for Children (Harter) • Children's Self Concept Scale (Piers-Harris) <p>AND we will discuss Self-esteem</p> <p>NOTE: The relevant DSM-5 chapters to review for HW include:</p> <ul style="list-style-type: none"> • Major Depressive Disorders (MDD, DMDD) • Trauma and Stress Related Disorders (e.g., PTSD) • Bipolar and Related Disorders (Bipolar I and II: READ CHAPTER BUT NO PRESENTATION ON THIS TOPIC – only on MDD and DMDD)
20 Nov	<p>Personality</p> <p>Development, Issues, and Measures; Barb to lecture on Borderline</p> <p>Measures (I will provide Handouts about these):</p> <ul style="list-style-type: none"> • Personality Inventory for Children (PIC)

Week	Topic
	<ul style="list-style-type: none"> • Personality Inventory for Youth (PIY) • Minnesota Multiphasic Personality Inventory- Adolescence (MMPI-A) • Carey Behavioral Style Qres (Temperament) <p>Discuss homework assignment #2</p> <p>Handout Personality cases (Homework #3) - due Nov 27</p> <p>Practice Case Assignment #1 and discussion of what you need to do + practice with a few additional cases in class</p> <p>NOTE: The relevant DSM-5 chapters to review for HW include: Personality Disorders (e.g., Borderline)</p>
27 Nov	<p>Assessment of Child Abuse/Parenting Sensitivity & Competence/Attachment</p> <p>Discuss homework assignment #3</p> <p>Practice Case Assignment #2 and discussion of what you need to do + practice with a few additional cases in class</p>
11 Dec	<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 the years. Thanks!</p>

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)	Week of October 9 th and 16 th	10%
In-Class Presentation (Internalizing Disorders)	Week of November 6 th and 13 th	10%
Differential Diagnosis Homework Assignments (3)	October 23 nd , November 20 th , November 27 th	3 x 10 each = 30%
Planning an Assessment	December 11 by noon	25%
Preparing a Comprehensive Report	December 11 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. Available [online](#).

******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 outside my door. And many of the test are in CPS too.

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 [Accessibility Services](#) as soon as possible.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208 or email accessibility@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, November 29th**. 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 in-class presentation (10% each = 20% 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 (e.g., does child show remorse or not), (c) identify 1 or 2 common assessment measures that are used for diagnosing the disorder in the research literature or at the CPS. If I cover the measure (in my list) then you do **not** have to say anything much about it. If I do not cover it: 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) pose 1 discussion question for the class related to assessment or issues in the field about the diagnosis.

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.

The aim of this assignment is to increase familiarity with diagnosis of disorders in childhood, and expand your knowledge of assessment measures, differential diagnosis, 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, such as the CBCO. 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. **Please submit to me a LIST of what you did with a client once you finish this assignment and indicate who your supervisor was at CPS.**
- 4) Throughout the course we will conduct **case-based work** aimed at increasing your familiarity with SE issues that affect children and are covered in the DSM. These will be handed out as homework assignments (3 x 10% each = 30%) 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.