PSYX 537.01: Child Assessment

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PSYX537: Child Assessment  
Wednesdays 8:00am – 10:50am

Instructor information
Instructor: Cameo Stanick, Ph.D.  
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Phone: 243.5191  
Office hours: By appointment

Course description:
This course provides an intensive introduction to evidence-based assessment in youth, involving diagnostic, behavioral, and personality assessment of children and adolescents. The use of diagnostic and objective tests and ideographic indicators with children of all ages will be explored through a comprehensive review of common tests utilized with these populations. You will learn how to identify, administer, and interpret a number of common child assessment tools for a wide range of psychological difficulties in youth. You will also learn how to make diagnostic decisions, according to the DSM-V categorical system, based on interpretation of test data. Specific emphasis on ideographic measurement and assessment measuring treatment process will also be included. As a part of the course you will also conduct psychological testing on children/adolescents with emotional and/or behavioral problems. Ethics, as they relate to assessment, will also be discussed.

Learning Outcomes:
1. To learn to apply multi-method, multi-informant assessment to the development of a well-rounded case conceptualization
2. To learn how to administer and interpret psychological assessment measures commonly used with child and adolescent populations
3. To learn how to write comprehensive psychological evaluations
4. To further explore how to use differential diagnosis in the assessment of children and adolescents
5. To learn to identify and establish systems for routine progress monitoring

Required textbooks:
- Additional readings assigned & provided via Moodle

Recommended resources:

**Course Calendar:**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27/14</td>
<td>Syllabus review</td>
</tr>
<tr>
<td></td>
<td>Evidence-based assessment – what is it? Introductions…</td>
</tr>
<tr>
<td>9/3/14</td>
<td>Overview of diagnostic &amp; behavioral assessment</td>
</tr>
<tr>
<td></td>
<td>McLeod – preface, Ch 1</td>
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<tr>
<td></td>
<td>Report Writing, Providing Feedback to Families, and IEPs Case Presentation Template</td>
</tr>
<tr>
<td>9/10/14</td>
<td>NO CLASS – CAMEO IN BOSTON</td>
</tr>
<tr>
<td>9/12/14</td>
<td>DR. GREG MACHEK – FBA TRAINING?</td>
</tr>
<tr>
<td>9/19/14</td>
<td>Diagnostic assessment and Clinical interviews (including examples for anxiety, mood, conduct, trauma, and psychosis)</td>
</tr>
<tr>
<td>Dates</td>
<td>Topic</td>
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</tbody>
</table>
| McLeod – Ch 1 & Section II Ch 5  
Diagnostic assessment and Clinical Interviews (including examples for anxiety, mood, conduct, trauma, and psychosis)  
*RReview ChIPS in class* |
| 10/8/14  
Behavioral assessment (including examples for anxiety, mood, conduct, trauma, and psychosis)  
*CASE PRESENTATIONS?* | 10/15/14  
Behavioral assessment (including examples for anxiety, mood, conduct, trauma, and psychosis)  
*CASE PRESENTATIONS?* |
| 10/22/14  
Case Conceptualization & Treatment Planning  
*CASE PRESENTATIONS?* | 10/29/14  
Progress and Outcome Monitoring (including examples for anxiety, mood, conduct, trauma, and psychosis)  
*CASE PRESENTATIONS?* | 11/5/14  
Progress and Outcome Monitoring & Ethnic Minority Youth (including examples for anxiety, mood, conduct, trauma, and psychosis)  
*DASHBOARDS!*  
*CASE PRESENTATIONS?* | 11/12/14  
Assessing Treatment Processes  
*CASE PRESENTATIONS?* | 11/19/14  
Cameo at ABCT  
Child Development Center Staff – ADOS assessment Guest Lecture  
*NO CLASSES – THANKSGIVING TRAVEL DAY* |
| 12/3/14  
LAST DAY OF CLASS!  
*CASE PRESENTATIONS?* |
## Required assignments:

A portion of your grade will be based on in-class participation, including a 15-20 minute presentation on an assessment measure (25%). There will be one, required video-recorded structured interview (10%), one integrated report with canned assessment data (20%), and one real child/adolescent case resulting in an integrated report that will be required before the end of the semester (45%). The instructor reserves the right to assign due dates for work necessary to remove an ‘incomplete’ grade.

1. **In-Class Presentation and Participation (25%).** Each student is expected to participate in in-class discussions and role-plays as well as to conduct a 15-20 minute presentation on an assessment measure not presented in class. The purpose is to introduce your colleagues to published assessment instruments, as well as school-wide screenings. The presentation can cover a measure for any problem area, and should cover an instrument that is evidence-based or promising, include a brief critique of the literature on the measure, coverage of the measure itself, and discussion of its clinical implications.

2. **Video-recorded Structured Diagnostic Interview (10%).** Each student will conduct a structured, diagnostic interview (the Children’s Interview for Psychiatric Syndromes; ChIPS) with another student from class as the child ‘client.’ Thus, each student will serve as both an assessor and a client. Students will be provided with case vignettes to ‘act’ as the child client and matching referral questions will be provided for assessors. You will be expected to complete an informed assent as well as the interview. Videos and hypothesized diagnoses will be submitted by for review 10/1/14 and feedback will be given on the report form.

3. **Canned Assessment Report (20%).** Each student will be asked to interpret assessment data as part of a hypothetical testing case of a child client. You will be provided with test data and expected to interpret findings in light of the child’s background and diagnostic issues raised by the referral question and test data. You will also be asked to make treatment recommendations based on your diagnosis. The report will be due on 10/15/14.

4. **Child Assessment Case and Integrated Report (45%).** Each student will conduct a diagnostic assessment with a real youth and their caregiver. This will be organized through the Clinical Psychology Center, a community-based clinic (e.g., Western Montana Mental Health Center), or your practicum site (school-based practicum sites will work too!). If needed, your instructor will help facilitate permissions for the assessment, but the scheduling and follow-up with the families will be your responsibility. Please note: **THIS WILL BE A REAL, LIVE ASSESSMENT AND YOUR ADHERENCE TO PROFESSIONAL CONDUCT AND ETHICAL RESPONSIBILITY IS IMPERATIVE!** Scheduling and organizing will be discussed throughout the semester; although, the earlier you are able to schedule the assessment the better. More details regarding this assignment will be provided in class.

### Real Assessment To-Do List (in chronological order):

1. Complete your video-taped diagnostic interview and look over feedback from instructor
2. The assessment battery will be determined according to the referral question, and you must SCHEDULE A MEETING WITH YOUR INSTRUCTOR BEFORE THE ASSESSMENT in order to finalize the battery. Please come to this meeting prepared with a working list of assessment measures.
3. Schedule assessment with family
4. Complete informed consent and assent
5. Conduct assessment (video-taped), preferably within one, 2 to 4 hour session
6. WITHIN ONE WEEK OF THE LAST ASSESSMENT SESSION, contact your instructor to schedule an in-class, 10 minute case presentation. Your classmates will serve as team members to help you conceptualize diagnoses and problem areas, flush out assessment questions, etc. A presentation template is provided to you on Moodle. Please stick to the 10 minute time limit.
7. You must turn in a completed, integrated report to your instructor NO MORE THAN TWO WEEKS after the final assessment session
8. After receiving FINAL, signed version of integrated report, complete feedback session with family and give them a copy of the report. **If you are having trouble scheduling a family, please do not hesitate to notify your instructor to problem solve!**

### Course guidelines and policies:

#### Student Conduct Code

Here is the [Student Conduct Code](#)

#### Attendance

As active participation is central to this course, only one absence during the semester will be excused (you will, however, be accountable for that class session’s assignment). For a second absence, students will be assigned a book on an evidence-based
assessment to read and critique. Except in extraordinary circumstances, a third absence will result in a grade reduction (or an incomplete until the missed classes can be made up in a subsequent semester).

Disability modifications
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.