

**PSYCHOLOGY 779**  
**ASSESSMENT III: PERSONALITY ASSESSMENT WITH CHILDREN AND**  
**ADOLESCENTS**  
**FALL 2008**

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Office Hours: by appointment

Class Meetings: Wednesday  
Time: 9:30 – 12:00

**Course Description and Purpose:**

The purpose of this course is to further develop graduate student competency in conducting integrated clinical assessments. This course is designed to provide you with basic training in personality assessment with children and adolescents. You will receive both theoretical and applied clinical training in assessment techniques useful in evaluating children and youth with emotional and behavioral concerns. A well-being, positive model of functioning will be the context for assessment and intervention. This course will build on previous assessment training and experiences to develop more advanced skills in designing and conducting comprehensive assessments. Therefore, it is assumed that students enrolled in this course will have taken Assessment I and II or their equivalent. In addition, it is expected that you will have access to supervised clinical experiences while taking this course. This course also offers you the opportunity to continue to develop your report-writing skills involving the integration of data from a variety of sources, including behavioral observations, cognitive and educational data, personality assessment data, cultural and language data, and social history data. Additional emphasis will be placed on utilizing assessment data in classification and decision-making and linking assessment data to direct and indirect interventions.

**Course Objectives:**

Through active participation in the course activities you will:

1. Acquire a theoretical knowledge of basic personality techniques and measures used with children and adolescents.
2. Learn to competently select a relevant personality battery.
3. Administer, score, and interpret a variety of personality instruments employed with children and adolescents.

4. Demonstrate competency in differential diagnosis using a variety of information sources, including personality assessment. Students will demonstrate proficiency in the utilization of DSM-IV TR and VA State Department of Education nomenclature for diagnostic, treatment, and/or educational placement decisions.
5. Identify cultural considerations in interviewing and assessment and increase their awareness and knowledge of issues of diversity as it pertains to personality assessment.
6. Be familiar with current issues and trends in education and treatment to provide meaningful recommendations.
7. Identify legal and ethical issues in assessment and be familiar with professional standards of practice in assessment (NASP and APA).
8. Improve your report-writing skills and be better able to write reports that integrate data, utilize professional format(s) and style(s), and focus holistically on the child or adolescent.
9. Promote the development of a team approach in the assessment process.

**Course Expectations:**

1. You should currently be placed in a practicum setting in which you can acquire the cases necessary to fulfill the requirements for this course.
2. You are expected to attend all class sessions and be prepared to participate in discussions of individual test materials, cases, and group discussions involving assigned readings and other topics. Readings should be completed prior to the class session in which they are reviewed. As you know, graduate courses demand *active* student learning so plan to spend our class time together thinking, discussing, and even debating the issues at hand. This is your course so be “on” when you enter the classroom! We may not cover all the readings during class time and/or we may cover information not found in your readings during class time. Please integrate your readings into your clinical work and the questions you pose in class. You are expected to master all information presented during class or through readings. Cell phone or beeper use is not permitted unless you notify the instructor of an emergency situation.
3. You are expected to practice (i.e., administer, score, interpret) assigned instruments and tests on peer colleagues *prior to* administration to a child or adolescent client. I will not necessarily ask to see those practice tests/protocols but will assume your professional responsibility and adherence to our codes of ethics. You may seek assistance from the graduate assistant or me with the administration, scoring and interpretation of various instruments as needed. Many of your questions and concerns can be addressed in class since your peers probably have similar concerns. However, you may find it necessary to meet with me (or the GA) outside of class. You are expected to complete all homework

assignments according to established timelines. (Assignments may include practice administration, scoring of mock protocols, and written interpretation of specific test results.)

4. Most of you will be using these instruments with real clients during the semester and may want to discuss your findings and thoughts about the data during class. Furthermore, the examples that I will use in class are taken from professional practice. Consequently, you are expected to maintain confidentiality regarding all cases, test materials, and class discussions regarding clients. It is further expected that you will adhere to the relevant ethical principles and codes of conduct (e.g., National Association of School Psychologists and the American Psychological Association). Some of these include competence and appropriate use of assessments, explaining assessment results, maintaining test security, and maintaining confidentiality

### **Course Requirements:**

1. You are required to complete an in-class mid-term exam. This exam will be short-answer and/or scenario/essay. You are expected to complete this exam without peer assistance and in accordance with the JMU Honor Code.
2. Your final exam is the completion of a user-friendly, individualized resource guide to personality assessment. You should include class notes, examples, practice protocols, handouts, etc. that you have gathered during the semester. This is intended to be a reference for your use in the future so design and organize this in a way that works and makes sense for you.
3. You are required to complete various “homework assignments” involving scoring and interpretation of practice protocols as the course proceeds and instruments are introduced. You will receive credit for homework assignments based on completion and effort, not simply accuracy. These assignments allow me the opportunity to give you some feedback and suggestions along the way.
4. You will conduct **two** comprehensive psychological evaluations, using cases from your practicum setting, in which a primary feature of the evaluation is personality assessment. The evaluation should also incorporate cognitive and educational assessment data (i.e., both formal and informal assessment) as appropriate. A comprehensive, integrated report for each case must be submitted for evaluation. Report writing guidelines and evaluation criteria will be available to students prior to submitting their first report. Students should seek assistance and editing suggestions from the GA prior to submitting reports for the final evaluation. You may be asked to revise or edit your report before receiving satisfactory credit for the assignment. Particular emphasis will be given to sections of the report pertaining to personality assessment, interpretation, and recommendations for intervention. Tentative due dates for reports will be assigned as the course proceeds. Your practicum supervisor will assume clinical responsibility for the cases. However, you may discuss assessment results and interpretation with me as appropriate. Please understand that you may be asked to write more or less OR to format your report in a

slightly different way than your supervisor. Thus, some of you may actually write two different reports – one for your practicum site and one for this course. **All reports should include DSM-IV diagnoses and recommendations for intervention.**

5. You will make a case presentation on one of your personality evaluations within a 30 minute time frame. You will be expected to present data and engage the audience in the understanding of the issues and the strengths and needs of the child evaluated.
6. You are required to document the administration/interpretation of the instruments specified on the attached list in *real cases*. You may find that you have already administered/interpreted some of these instruments in previous classes or practicum cases. That is fine, simply provide that documentation. It is expected that different tests will be utilized for different cases in order to gain a wider variety of experiences. Although you may be flexible when choosing assessment batteries, administration of specific instruments (see attached) is required. Please use the attached sheet to record dates of administration and turn this in with final exam. Remember that the specific test battery chosen for any case should be centered on the needs and presenting issues of the client.
7. There is a lab fee for this course payable to JMU via the Department of Graduate Psychology secretary. Computer scoring is charged on an as needs basis.

### Grading

	<b>Points</b>
Midterm Exam	25
Resource Guide	15
Psychological Reports (2)	60 (Satisfactory performance necessary for course completion)
Total Points = 100	

### Grading Scale:

A = 90-100%	C= 70-79%
B+ = 85-89%	F= 69% or below
B = 80-84%	

### Required Texts:

- Sattler, J.M. (2005). *Assessment of Children: Behavioral and Clinical Applications, Fifth Edition*. San Diego: Jerome M. Sattler, Publisher.
- Walls, Jeanette (2005). *The Glass Castle: A Memoir*. New York: Scriber.

### Reference Materials:

- Reynolds, C. & Gutkin, T. (1999). *The Handbook of School Psychology- Third Edition*. New York: John Wiley and Sons, Inc.
- *Diagnostic and Statistical Manual- Fourth Edition (DSM-IV TR)*
- Selected Articles to be given out in class

### Useful Websites:

[www.unl.edu/buros](http://www.unl.edu/buros) (Buros Institute of Mental Measurement Tests in Print V)  
[www.air.org/cecp](http://www.air.org/cecp) (Center for Effective Collaboration and Practice)  
[www.air.org/cecp/ccbd](http://www.air.org/cecp/ccbd) (Council for Children with Behavioral Disorders)  
[www.cec.sped.org](http://www.cec.sped.org) (Council for Exceptional Children)

Course Schedule:

<i>Date</i>	<i>Topic</i>	<i>Readings</i>
Aug. 27	Course Introduction Introduction to Personality Assessment: Emotional Well Being and Influences	Sattler Ch. 1
Sept 3	Classification Systems (DSM-IV and Special Education) Planning the Evaluation: Legal, Ethical and Cultural Considerations	<i>Glass Castle</i> , APA 2002 and NASP ethical standards, SPED guidelines on ED; Sattler Ch. 3
Sept 10	Observation and Interviewing Techniques*	Sattler Ch. 5, 7, 8, 9, Appendix B
Sept 17	Parent and Teacher Rating Scales* (BASC, Achenbach CBCL)	Sattler Ch.6,10 pp. 276-280,Appendix A
Sept 24	Self-Report Inventories (BASC, YSR) Assessing Social Skills and Self-Concept; Social skills training*	
Oct 1	Projectives: Sentence Completions and Projective Storytelling Techniques* Brief Review of Drawings	Roberts Manual, Sattler Ch. 10 pp.291-294
Oct 8	Assessing the Family and Ecological Context; Review of Functional Behavioral Assessment; Integrating Data/ Interventions in Report Writing	Sattler Ch.4, Ch.10 pp.295-302,13,& 25 “Addressing Student Problem Behavior” (On line documentation prepared by the Center for Effective Collaboration and Practice-check website)
Oct 15	Assessment of Specific Externalizing Disorders (ADHD, ODD, CD); Bullying*	Sattler Ch. 14 pp. 351-359, Ch. 15, Appendix C
Oct 22	Assessment of Specific Internalizing Disorders (Depression, Anxiety); Suicide Assessment; Threat assessments	Sattler Chap. 14 pp. 359-373
Oct 29	IN-CLASS MIDTERM EXAM	
Nov 5	Objective Tests: MMPI-A; Adolescent Psychopathology Scale	Handout, Sattler Ch. 10 pp.273-275
Nov 12	Issues in the Assessment of the Preschooler; Assessment of PDD	Sattler Ch. 11, 22, & Appendix E
Nov 19	Case Presentations	As assigned by peers
Nov 26	Thanksgiving Holiday	Be Thankful
Dec 3	Case Presentations	
Dec 10	FINAL EXAM EXPERIENCE	Share resource book with peers and instructor for review

- Issues of diversity and multiculturalism when utilizing specific techniques/instruments will be covered
- Class schedule is tentative and may alter slightly as the course proceeds
- Students with special learning needs should notify instructor

Psych 779: Personality Assessment  
Required Instruments/Techniques

Although test batteries should match the needs and presenting issues of the client, different instruments or techniques should be selected for each evaluation when possible in order to obtain varied experiences. The following instruments must be administered during this course or provide documentation of previous administration. Additional instruments may be administered to clients as appropriate. Students are advised to use this form to monitor administrations. All comprehensive cases must include **interview(s), observations, at least one rating scale from parent and teachers, drawings, and one of the following: self-report, apperception, or objective.**

Instrument/Technique

Date of Administration

Clinical Interview (structured or semi structured)

Child Behavior Checklist (Achenbach)

Behavior Assessment System for Children (BASC-2)

Social Skills Rating System **OR**  
other Social Skills measure

Revised Children's Manifest Anxiety Scale **OR**  
State-Trait Anxiety Inventory

Piers-Harris **or** Harter Self-Perception **OR**  
Multidimensional Self Concept Scale

Roberts Apperception Test for Children- Revised (RATC-R)  
**OR** Children's Apperception Test (CAT)  
**OR** Thematic Apperception Test (TAT)  
**OR** CAST

Reynolds Depression Scales **OR** Children's Depression Inventory

Conners Rating Scales Revised **OR**  
Attention Deficit Disorders Evaluation Scale(ADDES), 2<sup>nd</sup> Edition **OR**  
Instrument specific to ADHD

Drawings

Sentence Completions