



**Department of Psychology**  
**PSYC 673: Psychological Assessment of Children**  
**Winter 2007**

**Instructor:** Dr. Bob Robinson  
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**Day and Time:** See "Overview of Topics"  
**Location:** Alberta Children's Hospital  
2<sup>nd</sup> Floor, varies (See "Overview of Topics")  
**Lab Time:** Thursday's from 1pm-3pm  
**Location:**

"It has not been sufficiently recognized that providing services to children and families requires special skills that go beyond adult work. Psychological disorders of childhood and the corresponding assessment procedures and treatment methods for children are often quite different from those used with adults. Frequently, it is more difficult and complicated to work with a whole family than with an individual adult. The parents of the disturbed child may have mental disorders, substance abuse problems, or both, which contribute to their child's disorders and which may complicate the provision of services to the family .....Services to children, youth, and families embrace different functions in different settings and may involve different levels of expertise. Professional child psychology should be recognized as a specialty within clinical psychology; nevertheless it is a very broad field that itself includes several very different subspecialties, from school psychology to pediatric psychology..."(p.11)

Paul Wolford, Chief

Psychology Education Program

National Institute of Mental Health, 1990

**Overall Objective of the Course:**

The overall focus of this course is on the acquisition of the core knowledge and skills relevant to the psychological assessment of children and their families, with particular emphasis on the clinical assessment of behaviour problem children between the ages of 3 and 12 years with a variety of difficulties. This course is intended to be part of an ongoing educational process designed to aid you in gaining increasing levels of knowledge and competence in the assessment of children and families, as reflected in the wide range of activities (e.g., research, clinical practice, and consultation) engaged in by Ph.D. level clinical psychologists. The lab and Practicum will necessarily be more practically focused on developing basic skills: Interviewing, cognitive assessment, educational screening and report writing. The practicum component will involve clients from Alberta Children's Hospital for which you will receive close supervision.

**Specific Course Objectives:**

1. To acquire knowledge about the basic theory, research, and methodological issues in the psychological assessment of children including: theoretical models for child and family assessment; developmental considerations in child and family assessment; scale construction and evaluation; combining data sources; and decision-making approaches to child and family assessment.
2. To acquire knowledge about substantive issues relevant to different types of child and family assessment procedures and specific instruments and techniques including: unstructured and structured interviews, intelligence tests, questionnaires, behavioral checklists, and observational assessments.
3. To acquire knowledge about substantive and practical issues involved in assessing various types of populations and problems, children of different ages, children from varying ethnic and cultural backgrounds and families.
4. To acquire knowledge about substantive and practical issues involved in assessments relying on information from different informants (e.g., child, parent, teacher, and peers) and carried out in different settings (e.g., clinic, home, hospital, classroom, and peer group).
5. To acquire knowledge about professional issues relevant to the assessment of children and families including ethical, professional, and legal aspects of the assessment process.
6. To acquire beginning skills and supervised practice in the administration, interpretation, and written and oral communication of findings obtained from several commonly used assessment instruments and techniques for children and families: parent and child interviews, Wechsler Intelligence Scale for Children (WISC-IV), Wide Range Achievement Test 3 (WRAT3), Child Behaviour Checklist (CBCL), Behavior Assessment System for Children (BASC-2), observational assessment, informal play assessments, and observational techniques.
7. To acquire knowledge and beginning skills in carrying out assessments in response to clinical exigencies that characterize settings in which children are typically assessed. Such skills include evaluating referral information, formulating assessment questions, selecting appropriate assessment strategies and instruments, integrating different sources of information, presenting assessment findings and recommendations, record keeping, consultation with other professionals, case conference presentation and report writing.

Although we will discuss the following topics, we will not cover in any detail psychoeducational testing, assessment of school and learning difficulties, assessment of developmental difficulties, assessment of infants, neuropsychological assessment and projective testing.

**Laboratory and Practicum Objectives:**

The primary emphasis of the lab and practicum portions of the course will be on the acquisition of practical skills. These skills will be acquired in the context of:

- a. Weekly supervised feedback-oriented labs during which you will be observing, practicing, and role-playing a variety of assessment procedures and assessing volunteer children and parents at the University.
- b. A five-week supervised practicum placement in the Department of Psychology at the Alberta Children's Hospital

The philosophy of this child-focused lab/practicum experience follows from the view that the best initial foundation upon which to build your assessment skills is one that involves:

- a. acquisition of generic assessment skills including formulating assessment questions, interviewing, engaging children and parents in the assessment process, test administration, observation, and communicating assessment findings to parents and professionals in an appropriate and helpful fashion;
- b. learning to use a small number of specific assessment instruments. By mastering the administration and interpretation of a small number of instruments, you will have established a foundation for your continued child and family assessment training.

The mastery of a number of specific skills will be pursued. These include:

1. Using referral information, client file review, pre-assessment developmental history, and screening questionnaires to formulate preliminary assessment questions and strategies
2. Establishing rapport and providing relevant, developmentally appropriate, and culturally sensitive rationales for assessment to parents and children;
3. Conducting interviews with parents and children.
4. Administering, scoring, and interpreting the WRAT3, and WISC-IV.
5. Interpreting empirically-based information from the CBCL battery of instruments;
6. Conducting informal behavioral observations.
7. Formulating recommendations based on assessment findings.
8. Communicating assessment findings and recommendations to parents, teachers, and other professionals through written reports and case conferences.

A great amount of time will be needed to achieve these practicum objectives. It is believed that such a time commitment is consistent with the high level of social and ethical responsibility that you are assuming as a psychologist-in-training.

As early in your assessment training as possible, you should begin to formulate an overall conceptual framework to guide your practicum work. To facilitate this, it is recommended that you begin to examine the assessment materials as soon as possible. You should also begin to read about the development, standardization, and psychometric properties of these assessment procedures.

### **Integrity and Security of Test Materials:**

Your lab instructor will provide you with information regarding procedures for obtaining access to assessment materials. Responsible professional conduct dictates that you exercise careful control over the integrity and security of any test materials made available to you. Please familiarize yourselves with the (P.A.A.; C.A.P.; C.P.A. websites for a range of codes and standards) published "Guidelines for Control of Psychological Tests by Psychologists".

Please note the first two guidelines:

1. **Psychologists must at all times endeavor to maintain the integrity of psychological tests.** They may not supply test materials, forms, and manuals to unqualified users. They must

take reasonable steps to ensure that the purchase and distribution of psychological tests by their employing institutions are for the use of psychologists only.

**2. Psychologists have an obligation to protect test security.** For example, actual test items or specific test content should not be disclosed in reports and teaching situations (the teaching of psychologists in training is an exception to this rule) and access to test protocols and materials should be restricted to chartered psychologists and those under direct supervision.

### **Required Textbooks and Readings:**

- a. Sattler, J.M. (2001). Assessment of children: Cognitive Applications. San Diego, CA: Jerome M. Sattler, Publisher, Inc.
- b. Mash, E.J., & Terdal, L.G.(Eds.) (1997). Assessment of childhood disorders (3rd Edition). New York: Guilford.
- c. Manuals for WISC-IV, WRAT3, BASC-2. CBCL/4-18 and 1991 Profile; CBCL Teacher's Report Form and 1991 Profile
- d. Specific journal articles and book chapters will be assigned each week.

The Sattler and Mash & Terdal texts are available at the University bookstore. There will be assigned readings from both texts. These books contain a wealth of theoretical and empirical information and are incomparable references in the field of child assessment. They will serve as reference volumes for the duration of your training and beyond.

### **Recommended Textbook:**

Prifitera, A., Saklofske, D. H., & Weiss, L. G. (2005). WISC IV Clinical Use and Interpretation: Scientist Practitioner Perspectives, Elsevier Academic Press

Sattler, J.M. (1998). Clinical and Forensic Interviewing of Children and Families. San Diego, CA: Jerome M. Sattler, Publisher, Inc.

Test manuals will be available from your lab instructor. A master set of the specific assigned readings will be available each week at the front counter of the Psychology Dept. office (A275) for you to photocopy.

### **Course requirements and evaluation:**

1. Professional and ethical behaviour at all times in all settings regarding clients (real or practice), supervisors, classmates and instructors. This includes the responsible use of test materials and the return of all test materials in good order at the end of the course.
2. Doing all of the required readings and active class participation reflecting knowledge of weekly assigned readings.
3. A one-hour class presentation (in pairs) on a relevant child/family assessment topic. The purpose of this presentation is to familiarize you and your classmates with selected key issues concerning the psychological assessment of children and families. Presentation topics will be selected at the beginning of the term. They may include the application of an instrument across populations or a multi-modal approach to a specific population.

4. Completion of a midterm examination. Part of this examination will be written in class and part will be take-home. The take-home portion of the examination will require you to write a psychological report based on information that will be provided by the instructor.
5. Lab administration, interpretation, and write-up of practice assessments using the interview, WISC-IV, WRAT3, and BASC-2. As will be explained, you will be responsible for assessing suitable non-clinical cases for these exercises and for assisting with the recruitment of volunteer parents and children for these assessments as needed.
6. Completion of a supervised community placement in the Department of Psychology at the Alberta Children's Hospital, approximately one half day per week for the five-week period beginning mid-February. We will also attend an organizational/orientation meeting at ACH before the practicum (Date: Tuesday, Feb. 6). During your placement, you will be observing and conducting an assessment with children and families and writing an assessment report.
7. Case conference presentation to the class of your practicum clinical assessment.
8. Complete write-up of a case report from your community placement.
9. A favorable evaluation and recommendation by your community placement supervisor regarding your performance in the practicum. This evaluation will involve feedback from your practicum supervisor, and ratings by your supervisor on relevant clinical performance criteria. Professional demeanor, clinical skills, and report writing ability will be evaluated by your on-site supervisor and will be assessed on a pass/fail basis. In the unlikely event that a student receives a failing grade in the lab/practicum, she/he will be required to repeat this part of the course. Students will also complete a feedback questionnaire for their practicum placement experience and supervisor using the standard feedback form.
10. A written final examination

**Psychology 673**  
**Psychological Assessment**  
**Of Children**

**Professor of Record**  
**Dr. Bob Robinson**

### OVERVIEW OF TOPICS

<b>Class:</b>	<b>2006 Topics</b>	<b>Instructors 2006</b>
January 12 <b>1:30-4:30pm</b> U of C	Contents and Administration of the WISC-IV	Dr. Melanie Loomer <b>Developmental Program</b>
1 January 15 <i>Monday, 1:30-4:30pm</i> <b>Boardroom 14</b>	Organizational Meeting / Basic Issues in Child And Family Assessment / Culture and Diversity	Dr. Bob Robinson <b>P.P.L., Psychology</b>
2 January 22 <b>Monday, 1:30-4:30pm</b> <b>Boardroom 9</b>	Scoring and Interpretation of the WISC-IV	Dr. Melanie Loomer <b>Developmental Program</b>
4 January 29 <b>Monday 1:30-4:30pm</b> <b>Boardroom 14</b>	Interview Methods with Children and Families	Dr. Camillia Clark <b>Nephrology</b>
5 February 5 <b>Monday, 1:30-4:30pm</b> <b>Boardroom 14</b>	Assessment of Behavioral, Social and Emotional Competencies (Standardized Measures)	Dr. Doug Murdoch <b>Mental Health</b>
6 February 12	<b>Midterm Exam</b>	Dr. Bob Robinson

<b>Monday, 1:30-4:30pm</b> U of C	<b>Take home portion of midterm to be handed out</b>	<b>P.P.L., Psychology</b>
<b>7 February 19</b>	<b>No class – Reading Week</b>	
<b>8 February 26</b> <i>Monday, 1:30-4:30pm</i> <b>Boardroom 14</b>	Family Assessment	Dr. Kim van Walsum <b>Metabolic/GI</b>
<b>9 March 5</b> <b>Monday, 1:30-4:30pm</b> <i>Boardroom 14</i>	Pediatric Neuropsychology	Dr. Dan Slick <b>Neuropsychologist</b>
<b>10 March 12</b> <b>Monday, 1:30-4:30pm</b> <b>Boardroom 14</b>	Assessing Externalizing/Internalizing Disorders Class Presentation (1 hour)	Dr. Doug Murdoch <b>Mental Health</b>
<b>11 March 19</b> <b>Monday, 1:30-4:30pm</b> <b>Boardroom 14</b>	Assessing Autism Spectrum Disorders and Developmental Disabilities	Dr. Stacey Tomanik <b>Neurosciences</b>
<b>12 March 26</b> <b>Monday, 1:30-4:30pm</b> <b>Boardroom 14</b>	Issues in the Assessment of Child Maltreatment Class Presentation (1 hour)	Dr. Kris Belanger <b>Child Abuse</b>
<b>13 April 2</b> <b>Monday, 1:00-4:00pm</b> <b>Boardroom 9</b>	Assessment of Learning Difficulties Class Presentation (1hour)	<b>TBD</b>
<b>14 April 9</b> <b>Monday, 1:30-4:30pm</b> <b>Boardroom 14</b>	Case Conference Presentations	Dr. Bob Robinson <b>P.P.L., Psychology</b>
<b>15 April 16 or 23</b> <b>Monday, 1:30–4:30pm</b> <i>U of C</i>	<b>Final Exam</b>	Dr. Bob Robinson <b>P.P.L., Psychology</b>

### LAB

<b>Class:</b>	<b>2006 Topics</b>	<b>To Advise/Assist</b>
<b>Week of:</b>		
January 15	There is no lab this week; however, you are expected to read through the WISC-IV manual (in the Test Library) and become familiar with the administration procedures.	
January 26 <b>Friday, 1:00-5:00pm</b> U of C Admin 247B	Intellectual Assessment: Administration and Scoring of the WISC-IV	Dr. Melanie Loomer
February 2 <b>Friday 1:00-5:00pm</b> U of C Admin 247B	Interview Methods With Children and Families, Administering and Interpreting the WRAT-3, BASC-2, and CBCL	Dr. Camillia Clark Dr. Doug Murdoch
February 6 <b>Tuesday 3:00 – 4:00</b> Boardroom 9	Practicum Organizational/Orientation Meeting	Mr. Stephen Maunula & Supervisors
TBA	Practice Client for Life History Interview and BASC-2	
TBA	<b>Practice Client for WISC-IV and WRAT-3</b>	

**Assignments, Due dates and Percentage Values:**

	Percentage Values
1. Professional and ethical behaviour (Pass/Fail)	P/F
2. Readings and class participation	10%
3. Class presentation	15%
4. Midterm examination	
In-Class Portion (Feb. 14)	15%
Take Home Portion	
15%	
5. Lab administration, interpretation and write-up of practice assessments	
a. Interview/BASC-2 Report	P/F
b. WISC-IV/WRAT-III Integrative Report	P/F
*All assignments are due within one week of the time of administration	
Note: Successful completion of the above assignments requires that you demonstrate mastery of each of the component skills	
TOTAL FOR LAB	20%
6. Satisfactory completion of community placement	P/F
7. Evaluation and recommendation by placement supervisor	P/F
8. Presentation to the class of your clinical assessment	P/F
Date: Tuesday, April 11	
9. Community placement report	P/F
Due Date: exact date TBA	
10. Final examination	
Date: April 16 or 23 (3 hours)	25%

**Please note:**

- Credit for the lab, practicum, and course requires that all P/F components of the course are successfully completed.
- A maximum of 10% will be assigned for class participation grades based on the appraisal of your mastery of the required readings and your course involvement as reflected in class comments and effectiveness in responding to questions that are raised in class.
- A maximum of 15% will be assigned for class presentation grades. Assignment of the full 15% indicates that you have done the appropriate background reading, identified relevant reference material, assigned a suitable reading(s) to the class, carefully and critically considered the issue in question, prepared a 2-3 page outline of your presentation, prepared a list of relevant references, led the class discussion by raising relevant issues and involving others in the discussion.

**Class Schedule, Topics, and Readings:**

This is a detailed schedule with specific readings and assignments for each week of the course. Additions, deletions, adjustments in the required weekly readings may be made throughout the term.

**Week 1:****January 15 (Monday): Organizational Meeting/Basic Issues in Child and Family Assessment/ Cultural Considerations**

**Location:** Conference Room 14

**Time:** 1:30-4:30

*Dr. R.W. (Bob) Robinson*

*Ph.D. 1969, Temple University, Clinical Psychology (APA approved). Professional Practice Leader, Child and Adolescent Psychology. Adjunct Professor, Doctoral Program in Clinical Psychology, Department of Psychology, University of Calgary; Adjunct Professor, Department of Applied Psychology, University of Calgary. Interests include community outreach and early intervention, cultural diversity, education and training models in professional psychology.*

1. Sattler-Chapter 1: Challenges in Assessing Children: The Process
2. Sattler-Chapter 2: Challenges in Assessing Children: The Context
3. Mash & Terdal-Chapter 1: Assessment of child and family disturbance: A behavioral-systems approach.
4. Kamphaus, R.W., Petoskey, M.D., & Rowe, E.W. (2000). Current trends in psychological testing of children. Professional Psychology: Research and Practice, 31, 155-164.
5. Sattler, J.M. (1998). Ethnic minority groups: An overview. In Sattler, J.M., Clinical and Forensic Interviewing of Children and Families. San Diego, CA: Jerome M. Sattler, Publisher, Inc.
6. Paniagua, F.A., (1998). General guidelines for the assessment and treatment of multicultural groups. In F.A. Paniagua, Assessing and treating culturally diverse clients. Thousand Oaks: Sage.
7. Sattler, J.M. (1998). Chapters 19 & 20, Section VII, Culturally and Linguistically Diverse Children.

**Week 2:**

**LAB –** There is no lab this week; however, you are expected to pick up a WISC-IV kit from the Test Library at U of C so that you can read through the manual and become familiar with the administration procedure. *Note:* There are 3 WISC-IV kits, so you will have to share.

**TBD – Contents and Administration of the WISC-IV**

**Location:** TBD

**Time:** 1:30-4:30

*Dr. Melanie Loomer*

*Ph.D., 1993, University of Waterloo, Clinical Psychology (CPA/APA approved). Developmental and Hearing Clinics. Interests include developmental disabilities, learning difficulties and eating disorders.*

1. Williams, P.E., Weiss, L.G., & Rolfhus, E. (2004). WISC-IV Technical Report #1: Theoretical model and test blueprint [On-line]. Available: <http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport1.pdf>



2. Williams, P.E., Weiss, L.G., & Rolfhus, E. (2004). WISC-IV Technical Report #2: Psychometric properties [On-line]. Available: <http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport2.pdf>
3. Williams, P.E., Weiss, L.G., & Rolfhus, E. (2004). WISC-IV Technical Report #3: Clinical validity [On-line]. Available: <http://harcourtassessment.com/hai/Images/pdf/wisciv/WISCIVTechReport3.pdf>
4. Sattler, J.M., & Dumont, R. (2004). Wechsler Intelligence Scale for Children-IV (WISC-IV). Description. In Assessment of Children: WISC-IV and WPPSI-III Supplement. La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

**Week 3:****January 26 (Fri) – LAB - Intellectual Assessment: WISC-IV Administration and Scoring****Location:** U of C Administration Rm 247B**Time:** 1:00-5:00

You must bring all of the WISC-IV kits to the lab today, as we will be doing mock WISC-IV administrations.

**January 22 (Mon) – Scoring and Interpretation of the WISC-IV****Location:** Conference Room 9**Time:** 1:30-4:30*Dr. Melanie Loomer*

1. Saklofske, D.H., et al. (2005). WISC-IV Technical Report #4.1: General Ability Index Canadian Norms [On-line]. Available: [http://harcourtassessment.com/hai/Images/pdf/wisciv/WISC-IV\\_4.1\\_Re1.pdf](http://harcourtassessment.com/hai/Images/pdf/wisciv/WISC-IV_4.1_Re1.pdf)
2. Flanagan, D.P., & Kaufman, A.S. (2004). How to score the WISC-IV. In Essentials of WISC-IV Assessment. Hoboken, NJ: John Wiley & Sons, Inc.
3. Sattler, J.M., & Dumont, R. (2004). Interpreting the WISC-IV. In Assessment of Children: WISC-IV and WPPSI-III Supplement. La Mesa, CA: Jerome M. Sattler, Publisher, Inc.

**Week 4:****January 29 (Mon) - Interview Methods with Children and Families****Location:** Conference Room 14**Time:** 1:30-4:30*Dr. Camillia Clark*

*Ph.D., 2002, Fielding Graduate Institute, Clinical Psychology (APA approved.) Nephrology, and Medical Psychology. Interests include adjustment to, and psychological effects of, childhood medical disorders, kidney and renal failure, compliance to treatment issues, exercise as a treatment for depression, childhood obesity, health and illness schemas as cognitive mediators.*

1. Sattler, J.M., & Mash, E.J. (1998). Introduction to Clinical Assessment Interviewing. (Chapter 1). In Sattler, J.M., Clinical and Forensic Interviewing of Children and Families. San Diego, CA: Jerome M. Sattler, Publisher, Inc.
2. Sattler, J.M. (1998). Conducting the interview (Chapter 2). In Clinical and Forensic Interviewing of Children and Families. San Diego, CA: Jerome M. Sattler, Publisher, Inc.

3. Sattler, J.M. (1998). The initial interview with children (Chapter 3). In *Clinical and Forensic Interviewing of Children and Families*. San Diego, CA: Jerome M. Sattler, Publisher, Inc.
4. Sattler, J.M. (1998) Initial Interviews with Parents, Teachers, and Families (Chapter 4). In *Clinical and Forensic Interviewing of Children and Families*. San Diego, CA: Jerome M. Sattler, Publisher, Inc.

**February 2 (Fri) – LAB – Interview Methods With Children and Families, Administering and Interpreting the WRAT-3, BASC-2, and CBCL**

**Location:** U of C Administration Rm 247B

**Time:** 1:00-5:00

• **Exercises:**

- p. 55 (Sattler Interview book)-Identifying Nonverbal Behaviors
- p.58 (Sattler Interview book)-Listening for Feelings
- p. 69 (Sattler Interview book)-Identifying Types of Questions; Rephrasing Questions
- p. 75(Sattler Interview book)-Selecting the Appropriate Reflective Response
- p. 78 (Sattler Interview book)-Probing Techniques
- p.89 (Sattler Interview book)-Selecting the Appropriate Response
- p.126 (Sattler Interview book)-Evaluating Elements of An Interview with a School-Aged Child
- p.143 (Sattler Interview book)-Formulating an Appropriate Response in an Interview with a Mother
- p. 173 (Sattler Interview book)-Evaluating a Family

**Week 5:**

**February 6 (Tues) – Practicum Organizational/Orientation Meeting**

**Location:** Conference Room 9

**Time:** 3:00-4:00

You will meet your practicum supervisor and hear about the child you will be working with.

**February 5 (Mon) – Assessment of Behavioral, Social and Emotional Competencies (Standardized Measures)**

**Location:** Conference Room 14

**Time:** 1:30-4:30

*Dr. Doug Murdoch*

*Ph.D., 1985, McGill University, Clinical Psychology (APA approved). Mental Health Outpatient Services. Adjunct Professor, Program in Clinical, Psychology, University of Calgary; Associate Member, Child Health Research Centre; Research Associate, Behavioral Research Unit; Member of the Board, Psychologists Association of Alberta. Interests include childhood psychopathology and assessment.*

1. Reynolds, W.M., & Sattler, J.M. (2002). Assessment of Behavioral, Social and Emotional Competencies (pp. 163-188). In J.M. Sattler, Assessment of Children: Behavioral and Clinical Applications (4<sup>th</sup> Ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc.
2. Lachar, D. (1999). Personality Inventory for Children, Second Edition (PIC-2), Personality Inventory for Youth (PIY), and Student Behavior Survey (SBS) (pp. 399-428). In M. Maruish (Ed.), The use of psychological testing for treatment planning and outcomes assessment (2<sup>nd</sup> Ed.). Mahwah, N.J.: Erlbaum.
3. Kamphaus, R.W., Reynolds, C.R., & Hatcher, N.M. (1999). Treatment planning and evaluation with the BASC: The Behavior Assessment System for Children (pp. 563-598). In M. Maruish (Ed.), The use of psychological testing for treatment planning and outcomes assessment (2<sup>nd</sup> Ed.). Mahwah, N.J.: Erlbaum.

**Week 6:****February 12 (Mon) - Midterm Exam****Location:** U of C**Time:** 1:30-4:30

Take home portion of midterm to be handed out.

**Week 7:****February 21 - No Class – Reading Week**

1. Sattler: Chapter 11: WPPSI-R
2. Sattler-Chapter 14: Stanford-Binet Intelligence Scale

**Week 8:****February 26 (Mon) - Family Assessment****Location:** Conference Room 14**Time:** 1:30-4:30*Dr. Kim van Walsum*

*Ph.D., 2005, Texas A&M University, Counseling Psychology (APA approved); Post-Doc Texas A&M College of Medicine/PTSD Unit of Central Texas V.A. Orthopedics, Rheumatology, Juvenile Amputee Clinics. Interests include Mind-body medicine, MBSR, relational models of therapy & supervision, trauma and resilience, analytical psychology.*

1. Wright, L. M., & Leahey, M. (2000). The Calgary Family Assessment Model. In *Nurses and Families: A guide to family assessment and intervention - third edition*, pp. 67-154.
2. Class Presentation.

**Week 9:****March 5 (Mon) - Pediatric Neuropsychology****Location:** Conference Room 14**Time:** 1:30-4:30*Dr. Dan Slick*

1. Sattler, J.M. (2002). Brain Injuries: Theory and Rehabilitation Programs (Ch. 18). In J.M. Sattler, Assessment of Children: Behavioral and Clinical Applications (4<sup>th</sup> Ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc.
2. Sattler, J.M. (2002). Brain Injuries: Formal Batteries and Informal Measures (Ch. 19). In J.M. Sattler, Assessment of Children: Behavioral and Clinical Applications (4<sup>th</sup> Ed.). San Diego, CA: Jerome M. Sattler, Publisher, Inc.
3. Fletcher, J.M, & Taylor, H. G. (1997). Children with brain injury. In Mash & Terdal

**Week 10:****March 12 (Mon) - Assessing Externalizing and Internalizing Disorders in Children****Location:** Conference Room 14**Time:** 1:30-4:30*Dr. Doug Murdoch*

1. Barkley, R.A. (1997). Attention Deficit/Hyperactivity Disorder. In Mash & Terdal (Chapter 2)

2. McMahon, R.J. & Estes, A. M. (1997). Conduct Problems. In Mash & Terdal (Chapter 3).
3. Class Presentation.

**Week 11:**

**March 19 (Mon) – Assessing Autism Spectrum Disorders and Developmental Disabilities**

**Location:** Conference Room 14

**Time:** 1:30–4:30

*Dr. Stacey Tomanik*

*Ph.D. 2003, University of Houston, Clinical Psychology (APA- approved). Developmental Clinic. Interests include: diagnosis and treatment of autism spectrum disorders, externalizing disorders in children, behavior management, and parenting training.*

1. Handen, B.J. (1997). Mental Retardation. In Mash & Terdal (Chapter 7).
2. Newsom, C. & Honvanitz, C.A. (1997). Autistic Disorder. In Mash & Terdal (Chapter 8).
3. Filipek, P.A., Accardo, P.J., Baranek, G.T., Cook Jr., E.H., Dawson, G., Gordon, B., Gravel, J.S., et al. (1999). The screening and diagnosis of Autistic Spectrum Disorders. *Journal of Autism and Developmental Disorders*, 29 (6), 439-484.
4. Vig, S., & Jedrysek, E. (1999). Autistic features in young children with significant cognitive impairment: Autism or Mental Retardation? *Journal of Autism and Developmental Disorders*, 29 (3), 235-248.

**Week 12:**

**March 26 (Mon) – Issues in the Assessment of Child Maltreatment**

**Location:** Conference Room 14

**Time:** 1:30-4:30

*Dr. Kris Belanger*

*Ph.D., 1999, University of Waterloo, Clinical Psychology (CPA/APA approved). Child Abuse Service. Interests include brain injury, reactions to trauma, child maltreatment.*

Readings: TBA

**Week 13:**

**April 2 (Mon) – TBD – Assessment of Learning Difficulties**

**Location:** Conference Room 9

**Time:** 1:30-4:30

*TBD*

1. Class Presentation.

**Week 14:**

**April 9 (Mon) – Case Conference Presentations**

**Location:** Conference Room 14

**Time:** 1:30-4:30

*Dr. Bob Robinson*

1. Sattler, J.M. (1998). The post-assessment interview. In Sattler, J.M., Clinical and Forensic Interviewing of Children and Families. San Diego, CA: Jerome M. Sattler, Publisher, Inc.

2. Pope, K.S. (1992). Responsibilities in providing psychological test feedback to clients. Psychological Assessment, 4, 268-271.

**Week 15:**

**April 16 or 23 (Mon) - Final Exam**

**Location:** U of C

**Time:** 1:30-4:30

**PLEASE NOTE:**

Additions, deletions, adjustments or changes in the required weekly readings may be made through out the term.

**Important Dates**

The last day to drop this course and **still receive a fee refund** is January 19, 2007. The last day to withdraw from this course is April 13, 2007.