PSY 647 – Psychological Evaluation of Children and Families  
Spring 2012  
Wednesdays, 9am-12pm

Instructor:  
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Classroom:  
Flipse Building, Room 302

Instructor's Office Hours:  
Tuesdays from 11am-1pm, Wednesdays from 2:30-3:30pm or by appointment

Teaching Assistant:  
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TA's Office Hours:  
Tuesdays from 11am-2pm or by appointment

General Course Description:  
This course will introduce you to the practice of social, emotional and behavioral assessment with children and families. We will focus upon the conceptual underpinnings of evidence-based assessment and strongly emphasize pragmatic experience in major methods associated with diagnostic and behavioral assessment traditions. The primary goal of the course is to provide experience with a variety of tools that may be used in better understanding typical and abnormal development in youth, with a stronger focus on the latter. Wherever possible, the course will also emphasize how these methods can be used to guide case conceptualization, monitor treatment progress and outcome, and treatment planning across forms of child psychopathology. Keep in mind that this course is meant to provide you with only a sampling of child and family assessment experiences across contexts and is not meant to be a comprehensive review of all social, behavioral and emotional assessment methodologies that may be used with children and adolescents. Ultimately, my goal is to provide you with an experiential base – rather than a solely conceptual one - that will frame your social, emotional and behavioral assessment choices with children and families and the knowledge and skill to use these measures critically and carefully with clinical cases and in your future research endeavors.

Text:  
The following book is NOT required this semester, but it is both a reference tool that you will likely find helpful for your future clinical work and a source for some readings in this course.


Additional Reading:  
For those particularly interested in assessment, a list of additional optional readings on various topics, including some wonderful additional assessment textbooks, is provided at the end of this syllabus. Additional readings are available upon request from the instructor.
ASSIGNMENTS AND GRADING

Class duration will vary weekly and often consist of a combination of lecture, discussion, and – primarily – hands-on learning experiences that will be individually scheduled by the student (with instructor assistance) or provided to the group simultaneously.

1. **Participation and Discussion of Reading Assignments** (20% of grade).
   a. This class will require ongoing student participation and good time management outside of the typically scheduled class interval throughout. Careful attention to assigned readings posted on Blackboard, communications about activity scheduling and feedback to the instructor or TA in the case of unexpected variability (e.g., a case that you are scheduled to observe no-shows, etc.) will be vital to your success in the course and will necessarily be a part of its evaluative process, albeit informally. In terms of more formal class activities: to augment class lectures and workshops noted below, we will discuss the psychometric properties, clinical utility and research applications of the measures under review on a weekly or bi-weekly basis. Students are expected to come to class well versed in these readings and prepared to discuss them actively, critically and comprehensively.

2. **Experiential Components** (80% of grade)
   a. **Diagnostic Interviewing Module** (25%): Students will complete an abbreviated training program in the Anxiety Disorders Interview Schedule for the DSM-IV, Child Version (Child and Parent Reports; ADIS-IV-C/P) with the Child and Adolescent Mood and Anxiety Disorders Treatment Program at UM under Dr. Ehrenreich-May and Mr. Queen’s supervision. Following an overview of the measure, they will watch two tape-recorded administrations of the ADIS. They will then perform two administrations of the ADIS-IV-C/P with a child or adolescent client in collaboration with a trained ADIS examiner. Following the second administration, the student will submit a brief diagnostic summary of their administration synthesizing clinical information accrued from the ADIS-IV-C/P, along with diagnostic summary forms reporting specific multi-axial diagnostic information obtained and proposed severity ratings (completed independently by the student and their collaborating examiner). The student should also include a one-page overview of the final administration, noting areas of diagnostic and severity rating “matches and mismatches” with the trained examiner. **This final report is due in class on 2/29/12.**

   b. **Behavioral Observation in Treatment Module** (15%): Students will collaborate with a clinician at the Mailman Center for Child Development at the UM-Miller School of Medicine in the conduct of one session of Parent-Child Interaction Therapy and submit a 2-3 page, de-identified summary of their experience and specifically, how the Dyadic Parent-Child Interaction Coding System (D-PICS) informed the clinical experience of youth, parent/caregiver and clinician. Pros and cons of the use of the D-PICS in this session should be noted. **This summary is due in class on 3/21/12.**

   c. **Behavioral Observation in the Classroom Module** (15%): Students will shadow a graduate student or other trained rater from Dr. Rebecca Shearer’s Social Emotional Readiness Lab (SERL) as they use the Individualized Classroom Assessment Scoring System (inCLASS) to observe child and classroom functioning at a local school on the morning of Wednesday, 3/28/12. Students should use this in-person experience and an optional inCLASS workshop on Monday, 3/19/12 as opportunities to understand and practice the usage, scoring and relevance of inCLASS. A 2-3 page analysis of the
classroom utility of the inCLASS measure, based on the research articles provided and observations of its usage will be due on April 4, 2012.

d. Assessment of Autism Spectrum Disorders Module (25%): Students will participate in a two-part clinical workshop on the Autism Diagnostic Observation System (ADOS) on 4/4/12 and 4/11/12, followed by observation of a demonstration ADOS by a trained examiner on 4/18/12. The student will then conduct an ADOS administration with a mock child client, score and summarize their findings from this administration. A written report of these results, with a DVD recording of the administration and copy of the hand-written scoring form is due to the instructor by the end of the day on Friday, 5/4/12.

Assignment Due Dates and Grade Percentages

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>ADIS-IV-C/P Report Summary and Forms</td>
<td>2/29/12</td>
<td>25%</td>
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<tr>
<td>Summary of D-PICS usage in PCIT session</td>
<td>3/21/12</td>
<td>15%</td>
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<tr>
<td>Analysis of inCLASS utility</td>
<td>4/4/12</td>
<td>15%</td>
</tr>
<tr>
<td>Mock ADOS report</td>
<td>5/4/12</td>
<td>25%</td>
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<tr>
<td>Class discussions and participation</td>
<td></td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
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<td>100%</td>
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Honor Code & Attendance Policy

You will not be required to formally sign the standard University of Miami honor code for any class assignments. Nonetheless, it is the expectation of the instructor that this honor code will be abided to for all class assignments. This pledge states: “On my honor, I have neither given nor received any aid on this paper/quiz/etc.” Thus, cheating and/or plagiarism will be considered sufficient reason to assign a failing grade for the course.

Students are expected to attend class, come prepared to discuss the readings, contribute to class discussions, and participate in interactive exercises. There is no formal attendance policy, although students are generally expected to attend all classes with the exception of unavoidable professional or personal matters.
Course Overview
The instructor will post required readings to Blackboard a minimum of one to two weeks prior to the class in which they will be discussed.

1/18 – Introduction to Child and Family Assessment and Class Expectations

1/25 – Evidence-Based Assessment with Children and Families

Diagnosis of Sleep OSAH Module
1/28 – Introduction to Diagnosis of Sleep OSAH

2/1 – Introduction to Diagnostic Interviewing and the Anxiety Disorders Interview Schedule for the DSM-IV, Child Version (ADIS-IV-C/P)

2/8 – Observation and Scoring of the ADIS-IV-C/P; Brief Overview of the Children’s Interview for Psychiatric Syndromes (ChIPS)

2/15 – Collaborative Administration of the ADIS-IV-C/P #1

2/22 – Collaborative Administration of the ADIS-IV-C/P #2; Introduction to Observational Assessment

Behavioral Observation in Treatment Module
2/29 – Observation of Child Behavior in Treatment; Introduction to use of the Dyadic Parent-Child Interaction Coding System (D-PICS) in Parent-Child Interaction Therapy (PCIT)

Guest instructors: Jason Jent, Ph.D. and Gregory Simpson, Ph.D., Mailman Center for Child Development at the UM/Miller School of Medicine

3/7 – Observation of D-PICS usage in PCIT session

3/14 – Spring Break (No class)

Behavioral Observation in the Classroom Module
3/19 (Monday) – Optional inCLASS Workshop (8:30am-12pm)

3/21 – Overview of Classroom Behavior Observation and the Individualized Classroom Assessment Scoring System (inCLASS)

Guest instructor: Rebecca Shearer, Ph.D., Assistant Professor and Director, Social Emotional Readiness Lab at UM

3/28 – Live Observation of inCLASS Usage

Assessment of Autism Spectrum Disorders (ASD) Module
4/4 and 4/11 – Autism Diagnostic Observation System (ADOS) Workshop; Brief Overview of Additional ASD Assessment Methods

Guest instructors: Amy Beaumont, Psy.D. and Melissa Hale, Ph.D., Center for Autism and Related Disabilities at UM
4/18 – Live Observation of ADOS Administration

4/25 – Mock ADOS

Optional Readings – This is a list of additional citations that will be utilized in preparing class lectures, organized by topic area. These are excellent references for further reading on topics presented in class, but not required readings.

A. Psychometrics:
- Sattler & Hoge: Chapter 2

B. Developmental and cultural considerations:


C. Interviewing Children and Families


Sattler & Hoge: Chapters 5 and 7


D. Risk Assessment


E. Diagnostic Assessment


F. Behavioral Assessment: Overview


G. Behavioral Theories


H. Tools of Behavioral Assessment


I. Functional Behavior Assessment

Principles and Procedures (pp. 22-46). Thomson, Wadsworth.


J. Self-Monitoring


K. Evidence Based Assessment and the DSM-IV

- Sattler & Hoge: Chapter 3 (pp. 53-64 only)

L. Ethical and legal issues


M. Stigma

In addition, these texts are recommended and referred to frequently in the course. I particularly recommend the Hersen book and Merrell book for purchase, although purchase of these books is not required. They are both used heavily in this course and can be purchased from Amazon.com.


