Goal: To introduce students to the assessment of child and adolescent personality through the use of projective techniques, objective tests, self-report measures, and clinical interviewing, with emphasis on social-emotional assessment in the schools.

Objectives:
1. Students will learn the theoretical and clinical rationale underlying methods of personality assessment frequently conducted in the schools and mental health settings.

2. Students will develop skill and competence in administering, scoring and interpreting various self-report measures, behavior rating scales, and projective techniques.

3. Students will understand the ethical and legal issues surrounding personality assessment, especially as it occurs in schools.

4. Students will develop both a conceptual and applied framework for conducting a systematic data-based evaluation.

5. Students will be able to develop and write a comprehensive psychological report, including a section on personality assessment. Reports will follow a problem-solving model, including data-based discussion of results clearly linked to the referral question and relevant recommendations.

Required Text:

*Additional readings are found under my name on reserve at LSM (look under my last name). See list of additional readings at end of syllabus.
1/26/09
Introduction to the Course;
A Framework for Personality Assessment;
Psychometric and Projective Theory
Readings: Merrell Ch.1, Ch. 8 Pgs. 225-229; Rabin*

2/20/09
Legal and Ethical Issues Surrounding Personality Assessment;
Psychological Report Writing
Readings: O’Donnell & Frick*; Flanagan*

2/9/09
Assessment of Culturally Diverse Populations;
The Clinical Interview: A Framework
Readings: Merrell Ch. 14 & 5(up to pg. 161); Dana*

2/16/09
Objective Tests, Self-Report Measures and Assessment of Internalizing Disorders: Children’s Depression Inventory;
Personal Problems Checklist
Readings: Merrell Ch. 7(up to pg.207)& Ch. 10(up to pg. 315);Lee & Hunsley, *;McClure*

2/23/09
Self-Report Measures and Assessment of Externalizing Disorders:
Connor’s Behavior Scales, Assessment of ADHD in Ethnic Minority Youngsters
Readings: Merrell Ch. 4 (up to pg. 105, pgs.119-131); & Ch. 9 (pgs.276-288); Hosterman et al.*

3/2/09
Projective Drawings: Human Figure Drawings---Administration; Developmental and Emotional Indicators (Koppitz system); Interpretation
Readings: Merrell Ch. 8 (pgs. 235-242); Haboush*; Crespi & Politkos*
Bring to class : Koppitz Emotional Indicators and Psych. Eval. of Children’s HFD*

3/9/09----In Class Exam
Projective Drawings: House-Tree-Person (HTP),
Kinetic Family Drawing (KFD);
Considering Cultural Factors in Interpretation
Readings: Cummings Ch. 7*; La Voy et al.*; Koppitz Ch.5 (Social & Cultural Values..)*
3/16/09
SPRING BREAK! ENJOY!

3/23/09
Projective Techniques: HTP, KFD,
Sentence Completion Task;
Introduction to Storytelling/Apperception Techniques
Readings: Merrell Ch. 8 (pgs. 229-235 and 252-261); Lilienfeld et al.

3/30/09
Storytelling/Apperception Techniques:Overview and Administration of the TAT, CAT
Readings: Obrzut & Bolick Ch. 6
Bring to class: Henry Ch. 12

4/7/09
Storytelling/Apperception Techniques: TAT and CAT---Interpretation;
Working with Culturally Diverse Populations: TEMAS
Readings: Flanagan & Guiseppe (1999); Teglasi

4/13/09
Storytelling/Apperception Techniques: Roberts Apperception Test-II, School Apperception Test;
Readings: Merrell Ch. 4 (pgs. 106-109), Ch. 7 (pgs. 219-223 on the YSR), & Ch. 9

4/20/09
ASEBA:
Assessment of Trauma:
Trauma-Symptom Checklist;
Dissociative Scales
Readings: F.W.Putnam
Practice Assessment #1 Complete Psychological Report Due: See below.

4/27/09
Objective/Self-Report Measures: Reynolds Adolescent Depression Scale;
Overview of Administration and Interpretation:
Framework for Personality Assessment
Readings: Merrell Ch. 7 (pgs. 330-333); Cashel

5/4/09
Objective Test/Projective Technique: Introduction to the Rorschach (Exner's
Comprehensive System;
Readings: Weiner Ch. 5*; Yalof & Abraham *

5/11/09
Summary and Evaluation of Course;
Providing Feedback to Parents and Children
Practice Assessment #2 Due: Complete psychological report—see below
Readings: Tharinger et al.*

Additional readings may be assigned.
(Please note: Course outline may be subject to change).

Grading Criteria: Grades for this course will be based on: (a) the successful completion of all three written assignments (1 exam worth 30% of course grade), 2 practice reports (worth 30% each of course grade), The remaining 10% of your grade will be based on: (a) the completion of assigned readings, (b) active class participation as described below, including in-class practice scoring and interpretation of assessment data, and (c ) supervisor's feedback. Students are encouraged to discuss case examples from their practica during class since this class emphasizes case presentations. All projects are due on the date indicated on the course outline. Test protocols should be included with all reports.

Class participation criteria: ACTIVE class participation counts toward your grade including: reading the assigned articles and chapters, sharing examples of testing cases that you may be working with, and contributing to class discussions.

We are a large group with students from different classes and years. I would like the class to maintain a comfortable and supportive a learning environment for all, even if you do no know each other well. With such a large group, I am especially concerned that all members feel included. Therefore, all cell phones should be turned off and put away during class. Texting is not allowed. So that your classmates do not feel excluded, please refrain from side conversations and note writing to fellow classmates. These gestures have the effect of excluding others and do not make for a supportive and professional learning environment. They are also very distracting so please ask questions of myself, not your classmates. We have a good deal of material to cover and the complexity of the course content inevitably lends itself to questions, so please don't hesitate to ask.

Laptops: PLEASE speak with me first if you would like to use your laptop for note taking. Laptops may only be used for note taking. Any other use during class (i.e., internet, instant messaging) is both distracting to others and inconsistent with professional decorum. Use of laptops for any purpose other than note taking during class will result in the privilege being revoked for the rest of the semester.

Practicum Requirements:
Students are advised that this course is not intended to prepare students for the specific requirements of their individual practicum settings regarding personality assessment because each site will have a different approach towards testing, interpretation and report writing. Instead, this course is designed to provide an overview regarding interpretation and report writing. If students conduct testing on children in their practicum site, the reports submitted for this class should be written to satisfy the course requirements and not the specific requirements of the practicum site. All test data should be submitted along with the written report so that I can review the raw data.

**Ethical Issues:**

Students are also responsible for adhering to the following ethical considerations:

1) Because the majority of students will be administering and interpreting personality measures for the first time, students are responsible for advising parents that they are functioning in a training capacity. As a result, students must advise parents that they can not provide interpretive feedback upon completing a practice assessment, unless testing is conducted as part of your practicum. The assessment is conducted solely for the purpose of the student’s training. Obtain parental consent for assessment using the consent form provided by instructor. Include this form along with your test data.

2) Additionally, students should not administer personality measures to family and friends. This places students in a dual relationship and raises serious concerns given the sensitive nature of personality findings.

3) Students are responsible for contacting their supervisors to arrange meeting times and following through on their supervisor’s recommendations. Arrangements will be made for small group supervision. Students should come to supervision prepared to discuss their own interpretations. All supervisors must be approved by the course instructor (including, for example, a practicum supervisor who agrees to provide testing supervision in addition to the supervision which they already provide to meet the practicum requirements). Please contact your supervisors early in the semester to schedule supervision times!

**Reports:**

1) Due on 4/20/09
   - Intelligence test (specifics will be discussed in class)
   - Two projective drawings (either HFD/HTP/KFD)
   - One sentence completion task
   - Conner’s scale(s)
   - One story telling technique
#2 Due on 5/11/09
Intelligence test (specifics will be discussed in class)
One projective drawing (select a different drawing task from first case)
One sentence completion task
Conner’s scale/CDI/TSCC
ASEBA scale
One story telling technique (select a different technique from first case)

Testing must be conducted on two different children between the ages of 4-18.

Grading Criteria for Reports:
• Reports should include all of the sections outlined in the format provided by the instructor.
• Each section of the report will be evaluated for both content and writing style. Errors of punctuation, spelling, grammar, inappropriate language detract from the professionalism of reports.
• Content should be clear, relevant and comprehensive.
• Any reservations about the validity of findings should be noted.
• There should be a clear linkage between the referral question, observations, choice of measures, and interpretation of results. The referral question should