Goal: To introduce students to the assessment of child and adolescent personality through the use of child-focused measures, including projective techniques, objective tests, self-report inventories, and clinical interviewing. Integration of multiple measures and case formulation will be emphasized, as well as the assessment process within schools.

Objectives:

1. Students will learn the theoretical and clinical models 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, including assessment with diverse populations, especially as it occurs in schools.

4. Students will develop a conceptual and applied framework for conducting data-based evaluations.

5. Students will be able to write a comprehensive psychological report, including a well-integrated formulation of the child’s social-emotional functioning. 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.

COURSE OUTLINE
1/25/10
Introduction to the Course:
A Framework for Data-Based Personality Assessment;
Psychometric and Projective Theories
Readings: Merrell Ch.1, Ch. 8 Pgs. 225-229; Rabin*

2/1/10
Legal and Ethical Issues Surrounding Personality Assessment:
Conducting Personality Assessment in Schools,
Psychological Report Writing
Readings: O'Donnell & Frick* (pgs. 287-291, and pgs. 295-297); Knoff*; Flanagan*

2/8/10
Assessment of Culturally Diverse Populations;
The Clinical Interview: A Framework
Readings: Merrell Ch. 14 & 5(up to pg. 161); Dana*

2/15/10
Self-Report and Objective Measures for Assessment of Internalizing Disorders:
Children's Depression Inventory;
Reynolds Adolescent Depression Scale;
Personal Problems Checklist
Readings: Merrell Ch. 7(up to pg.207)& Ch. 10(up to pg. 315); Liliienfeld et al.*up to pg. 31*

2/22/10
Self-Report and Behavior Rating Scales for Assessment of Internalizing and
Externalizing Disorders:
Beck Youth Inventory
Readings: Merrell Ch. 4 (up to pg. 105, pgs.119-131); & Ch. 9 (pgs.276-284)

3/1/10
Projective Drawings: Human Figure Drawings
Administration; Interpretation of Developmental and Emotional Indicators
(Koppitz system)
Readings: Merrell Ch. 8 (pgs. 235-242); Haboush*; Crespi & Politokos*; Liliienfeld et al. pgs. 47-51*
Bring to class: Koppitz Emotional Indicators and Psych. Eval. of Children's HFD*

3/8/10----In Class Exam
Projective Drawings: House-Tree-Person (HTP),
Kinetic Family Drawing (KFD);
Considering Cultural Factors in Interpretation
Readings: Cummings Ch. 7*; LaVoy et al.*; Koppitz Ch.5 (Social & Cultural
3/15/10
SPRING BREAK! ENJOY!

3/22/10
Projective Techniques: HTP, KFD,
Sentence Completion Task;
Introduction to Storytelling/Apperception Techniques
Readings: Merrell Ch. 8 (pgs. 229-235 and 252-261); Obrzut & Bolick Ch. 6 *

3/29/10
Storytelling/Apperception Techniques: Overview and Administration of the TAT, CAT
Readings: Lilienfeld et al., *pgs. 39-47
Bring to class: Henry Ch. 12 *

4/5/10
Storytelling/Apperception Techniques: TAT and CAT---Interpretation;
Working with Culturally Diverse Populations: TEMAS
Readings: Flanagan & Guiseppe (1999)*; Teglasi *

4/12/10
Storytelling/Apperception Techniques with Diverse Populations: Roberts Apperception Test-II;
Integration of Objective Measures/Behavior Rating Scales and Projectives;
Readings: Merrell Ch. 4 (pgs. 105-109), Ch. 7 (pgs. 219-223 on the YSR); O’Donnell & Frick *(pgs. 291-293)

4/19/10
Assessment of Trauma and Dissociation:
Trauma Symptom Checklist;
Guest Speaker
Readings: Haboush, Selman, & Sievering* (pp. 17-144 & 148-151)
Practice Assessment #1 Complete Psychological Report Due: See below.

4/26/10
Objective/Self-Report Measures: PAI for Adolescents
Overview of Administration and Interpretation:
Providing Assessment Feedback to Parents and Children;
Readings: Merrell Ch. 7 (pgs. 330-333); Tharinger et al. *

5/3/10
Objective Test/Projective Technique: Issues Surrounding the Rorschach (Exner’s Comprehensive System) in School Psychology Practice; Case Presentations
Readings: Yalof & Abraham *

5/10/10
Summary and Evaluation of Course; Case Presentations
Practice Assessment #2 Due: Complete psychological report—see below

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 (each worth 25% of your course grade for a total of 50%) and a class presentation on a testing case (10%). 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 administration, scoring and interpretation of assessment data; (c ) group 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 must 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. Class participation allows me to gauge your understanding of the course content and readings.

Because we are a large group and the course material is complex, I want the class to maintain a comfortable and supportive learning environment for all. Therefore, all cell phones should be turned off and put away during class. Please refrain from using laptops as they have the effect of distancing students from the rest of the class. Please refrain from side conversations and note writing with classmates. These gestures are distracting, exclude others and do not make for a supportive and professional learning environment. 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!

Supervision: You will be assigned an outside supervisor with whom you will meet twice this semester, once for each report you complete. You will be assigned along with one of your classmates to meet as a small group with your supervisor. You should come to supervision prepared to discuss your test data. Some supervisors will need to meet with you off campus. Please coordinate with your classmate early
in the semester and contact your supervisor ASAP to schedule meetings to ensure that your reports can be submitted on time. Your supervisor will provide feedback about your performance that will count toward your grade.

**Practicum Requirements:** Because practicum sites vary in their approach towards testing, interpretation and report writing, this course is not designed to prepare students for the specific requirements of their individual practicum settings. Instead, this course is designed to provide a conceptual 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 (xeroxed copies are permissible) should be submitted along with the written report so that I can review the raw data.

**Ethical Issues:**
Students are 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 4/19/10
- Intelligence test (specifics will be discussed in class)
- Two projective drawings (either HFD/HTP/KFD)
- One sentence completion task
One of the Beck scales
CDI/RADS
One story telling technique

#2 Due on 5/10
Intelligence test (specifics will be discussed in class)
One projective drawing (select a different drawing task from first case)
One sentence completion task
PAI/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 and will lower your grade.
• 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 be answered by supporting data.

Personality Assessment: Child
18:820:636:1

Additional (On-line and Reserve) Readings
Schools, 36, 21-30.


GSAPP, Rutgers University
Consent for Practice Testing

I hereby consent to be given/my child be given individually administered psychological tests for practice purposes only. I understand that:

A) The examiner is a student at the Graduate School of Applied and Professional Psychology, Rutgers University who is learning to administer these tests.

B) Identifying information will be held strictly confidential. The report will be shared with the course instructor, Dr. Karen Haboush.

C) Because the results of these tests are invalid due to the practice nature of the testing, the results can not be shared with me.

D) I have the right to terminate the testing at any time.

________________________________________________________________________
Signature of parent/guardian

________________________________________________________________________
Signature of adolescent

________________________________________________________________________
Date