

CURRICULUM PROPOSAL FORM #4
University of Wisconsin-Whitewater

SUBSTANTIVE REVISION OF COURSE

NEW/EXISTING COURSE NUMBER: 840 - 770 / _____ EFFECTIVE TERM SP 97

OLD COURSE NUMBER: 840 - 770 / _____

NEW/EXISTING COURSE TITLE: Assessment-Intervention II: Behavior and Personality

OLD COURSE TITLE: Assessment of Personality

15 CHARACTER ABBREVIATION _____

25 CHARACTER ABBREVIATION _____

SPONSOR(S): James Larson

DEPARTMENT(S): Psychology

COLLEGE(S): Letters and Sciences

CHECK IF THE COURSE IS TO MEET ANY OF THE FOLLOWING REQUIREMENTS:	CONTACT HOURS/CREDITS		
<input type="checkbox"/> Writing Requirement	Total Lecture Hours <u>48</u>		
<input type="checkbox"/> Diversity	Total Lab Hours _____		
<input type="checkbox"/> General Studies, area: _____	Total Contact Hours <u>48</u>		
<input type="checkbox"/> Computer Requirement	Number of Credits <u>3</u>		
IS THE COURSE REQUIRED IN:		IS THE COURSE REPEATABLE: YES _____, NO <input checked="" type="checkbox"/>	
<input type="checkbox"/> Major, _____	No. of Times in Major _____	and No. of Credits _____	
<input type="checkbox"/> Minor, _____	No. of Times in Degree _____	and No. of Credits _____	
<input type="checkbox"/> Emphasis _____			

ATTACH THE FOLLOWING:

- I. COURSE JUSTIFICATION
- II. RELATIONSHIP TO PROGRAM OBJECTIVES
- III. BUDGETARY IMPACT
- IV. PROGRAMS AFFECTED IN OTHER ACADEMIC UNITS
- V. COURSE DESCRIPTION
- VI. REQUISITES
- VII. COURSE SYLLABUS
- VIII. BIBLIOGRAPHY

I. COURSE JUSTIFICATION

This is a required course in the School Psychology Program. The Department of Public Instruction and National Association of School Psychologists - the program's two accrediting bodies - require students to have substantial preparation in this area. This area of psychological assessment has undergone an evolution in focus and procedure since the original course proposal was written. Advancements in more empirically-driven methodologies have made the older, psychoanalytically-driven procedures less useful in the school setting. This revision is necessary to keep students competent in the most currently reliable and valid assessment procedures.

II. RELATIONSHIP TO PROGRAM OBJECTIVES

Program Objective 2 in the School Psychology Graduate Student Handbook reads:

To teach the basic skills and content areas of psychology and education in order to meet the requirements of School Psychology as defined by the National Association of School Psychology, the American Psychological Association, and the Wisconsin State Department of Public Instruction Certification for Provisional and (Full) School Psychologists;

Program Objective 4 in the School Psychology Graduate Student Handbook reads:

To train students skilled in non-biased assessment of school-aged children and youth and to see that assessment as integrated with well-researched, measurable treatment procedures

III. BUDGETARY IMPACT

No additional impact

IV. PROGRAMS AFFECTED IN OTHER ACADEMIC UNITS

None

V. Course Description

TO: The non-biased assessment of behavior, emotional functioning, and personality in the integrated context of measurable treatment procedures is stressed. Emphasis is placed on hypothesis development and construct measurement. Course examines multi-axial assessment formats which include child-teacher-parent rating scales, interview and history taking, behavioral observations, and projective techniques.

FROM: Objective, projective and subjective models of personality assessment are emphasized. A systems assessment approach that considers adaptive, visual-motor, cognitive, conative, social, and emotional components of personality are stressed. The individual case approach is utilized, and students receive supervised evaluation regarding the application of assessment procedures. Nondiscriminatory theory and techniques necessary for assessment are reviewed.

VI. REQUISITES

Admission to the School Psychology Program or consent of the instructor

VII. COURSE SYLLABUS

840-770

Assessment-Intervention II: Socio-Emotional

Objectives:

1. Students will demonstrate a knowledge of basic procedures used in the generation of testable hypotheses in response to a referral for socio-emotional concerns.
2. Students will demonstrate a knowledge of taxonomies and classification systems useful in a variety of assessment paradigms utilized to identify children with specific emotional concerns.
3. Students will demonstrate a knowledge of how to administer, score, and interpret a variety of projective, behavioral, and adaptive assessment procedures and communicate that understanding through written reports.
4. Students will demonstrate an understanding of the essential considerations when assessing linguistically and/or culturally diverse pupils

WEEK

TOPIC

1	Issues and Practices in Socio-Emotional Assessment: Taxonomies and linking assessment to intervention
2	The Clinical Interview and History Taking Empirically Derived Scales: The Child Behavior Checklist System
3	CBCL System (Continued); (PIC admin/scoring explained) Computer Scoring Workshops announced
4	Behavior Assessment System for Children
5	Adjustment Scales for Children and Adolescents (* Debate papers - SED/SM - due)
6	Projectives with Children and Adolescents Roberts Apperception Test for Children and TAT (* Report #1 due)
7	Self-Concept
8	Drawings and Sentence Completion DAP-SPED (* Debate papers - HFD - due)
9	Midterm Examination; RATC completed protocol in class

- 10 Rorschach Overview
and PIC (*PIC data in class;
Report # 2 due)
- 11 Specific Topics: Depression
CDI and RADS; K-SADS
- 12 Specific Topics: ADHD
- 13 Measurement for Intervention: Anger
Control/Aggression and Social-Skills Training
- 14 Cultural Considerations - Assessment of culturally and linguistically
diverse students
- 15 Legal/Ethical Considerations(*Report #3 due)

Student Requirements and Evaluation:

A. Attendance at all scheduled class meetings is expected.

For the requirements below, check the due dates noted on the CLASS SCHEDULE. Late submissions will be reduced in points. **No exceptions. ALL IDENTIFYING INFORMATION MUST BE REMOVED FROM ALL SUBMITTED OR DISTRIBUTED MATERIALS. THE USE OF FICTIONAL NAMES IS RECOMMENDED.** All test interpretation must be in the approved reporting format. All thematic protocols must be typed for legibility.

- A. Complete **THREE (3)** comprehensive psychoeducational evaluations of school-aged children. **Include at least one adolescent.** Your reports should follow the format provided:
1. Referral reason
 2. Available Background Information
 3. Behavioral Observations in **and** outside of test situation
 4. Complete assessment of Academic Achievement
 5. Complete assessment of Intellectual Functioning
 6. Complete assessment of Socio-Emotional Functioning

NOTE: The socio-emotional section of Report #1 will contain an interpretation of student interview information and CBCL data only. Reports #2 and #3 will also contain data from projective assessment and assessment of self-concept, along with interview and CBCL or BASC data.

7. A Summary Statement which states clearly your hypothesis as to the causes and contingencies for the presenting concern.
8. A comprehensive Recommendations sections which details your plan for intervention

NOTE: Reports are due **complete** on the dates listed. Students are encouraged, not required, to submit rough drafts at least a week ahead of time for suggestions. They will be available the following Monday.

Each report is worth a maximum possible 50 points (40 points if late). Attention will be paid to how well the student followed the required format and showed creative, thoughtful interpretation in the areas of Background, Observations, Socio-Emotional, Summary, and Recommendations. Points will be deducted for misspellings and unusually poor grammar. Have someone proofread your report!!

- B. One Roberts Apperception Test for Children protocol completed by a school-age child is due in class on the date indicated at which time a scoring inservice will occur. Max 10 points on time/ 0 points late
- D. One Personality Inventory for Children (PIC) protocol, completed by any parent of a school-aged child, is due in class on the date noted. At that time, we will score the protocols together in class. 10 points/0 points if late
- F. Debate paper. Students will research and debate a selected area of controversy in socio-emotional assessment 20 points
- G. There will be a mid-term and a final examination covering the readings and lectures. 50 points each

EVALUATION:

Final grade will be the total earned points divided by total possible points.

- A = 94-100%
- AB = 88-93%
- B = 82-87%
- BC = 78-81%
- C = 70-77%
- D = Below 70%

Proposed Texts

Kamphaus, R. W., & Frick, P. J. (1996). Clinical assessment of child and adolescent personality and behavior. New York: Allyn & Bacon.

Achenbach, T. M. (1991). Integrative guide for the 1991 CBCL/4-18, YSR, and TRF profiles. Burlington, VT: University of Vermont Department of Psychiatry.

Bracken, B. (1992). Manual for the Multidimensional Self-Concept Scale

Selected Bibliography

- Achenbach, T. M. (1991). Integrative guide for the 1991 CBCL/4-18, YSR, and TRF profiles. Burlington, VT: University of Vermont Department of Psychiatry.
- Allesi, G. (1988). Direct observation for emotional and behavioral problems. In E. S. Shapiro & T. R. Kratochwill (Eds.), Behavioral assessment in the schools: Conceptual foundations and practical applications (pp. 14-75). New York: Guilford.
- Barkley, R. A. (1990). Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment. New York: Guilford.
- Batsche, G., & Knoff, H. (1995). Linking assessment to intervention. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology III. Washington, D.C.: NASP
- Breen M., & Feidler, C. (1994). Behavioral approach to the assessment of emotionally disturbed youth: A handbook for school-based practitioners. Austin, TX: Pro-Ed
- Bracken, B. (1992). Manual for the Multidimensional Self-Concept Scale. Austin, TX: Pro-Ed.
- DuPaul, G. J., & Stoner, G. (1994). Assessment and treatment of attention deficit hyperactivity disorder in the schools. New York: Guilford.
- Furlong, M. J., & Smith, D. C. (1994). Assessment of youth's anger, hostility, and aggression using self-report and rating scales. In M. J. Furlong & D. C. Smith (Eds.) Anger, hostility, and aggression: Assessment, prevention, and intervention strategies for youth. Brandon, VT: CPPC.
- Gresham, F. (1991) Conceptualizing behavior disorders in terms of resistance to intervention. School Psychology Review, 20, 12-20.
- Hinshaw, S. P. (1986). On the distinction between attention deficits/hyperactivity and conduct problems/aggression in child psychopathology. Psychological Bulletin, 101, 443-463.
- Hodges, K. (1993). Structure interviews for assessing children. Journal of Child Psychology and Psychiatry, 34, 49-68.
- Knoff, H. (1990). The evaluation of projective drawings. In C. R. Reynolds & R. W. Kamphaus (Eds.) Handbook of psychological & educational assessment of children: Personality, behavior, and context. New York: Guilford.
- Knoff, H. (1995). Personality assessment. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology III. Washington, D.C.: NASP
- Kovacs, M. (1992). Children's Depression Inventory Manual. North Tonawanda, NY: Multi-Health Systems.
- Landau, S., & Burcham, B. (1996). Assessment of children with attention disorders. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology III. Washington, D.C.: NASP
- Lentz, F. (1995). Interviewing. In A. Thomas and J. Grimes (Eds.) Best practices in school psychology III. Washington, D.C.: NASP
- Martin, R. P. (1986). Assessment of the social and emotional functioning of preschool children. School Psychology Review, 15, 216-232.

- × McConaughy, S. (1993). Advances in empirically-based assessment of children's behavioral and emotional problems. School Psychology Review, 22, 285-307.

- McConaughy, S., & Ritter, D. R. (1995). Multidimensional assessment of emotional of behavioral disorders. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology III. Washington, D.C.: NASP

- × McConaughy, S., & Skiba, R. (1993). Cormorbidity of externalizing and internalizing problems. School Psychology Review, 22, 419-434.

- × Nuttal, E. V., DeLeon, B., & Valle, M. (1990). Best practices in considering cultural factors. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology II. Washington, D.C.: NASP

- × Reynolds, C. R. and Kamphaus, R. W. (1990). Handbook of psychological & educational assessment of children: Personality, behavior, and context. New York: Guilford.

- × Shapiro, E. S. (Ed). (1992). Response/dialogue: The social maladjustment exclusion clause. School Psychology Review, 21, 1.

- × Skiba, R., & Grizzle, K. (1992). The social maladjustment exclusion: Issues of definition and assessment. School Psychology Review, 20, 577-595

- × Witt, J. C. (Ed.) (1993). Editorial Debate: Human figure drawings in assessment of psychological functioning. School Psychology Quarterly, 8, 3, 159 - 199.

- Ysseldyke, J. E., & Christenson, S. L. (1987). The instructional environmental scale. Austin, TX: Pro-Ed.

- Zins, J. E., & Shapiro, E. S. (1995). Systematic observation of classroom behavior. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology III. Washington, D.C.: NASP

SIGNATURE PAGE
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SUBSTANTIVE REVISION OF COURSE

COPY

COURSE NUMBER: 840 - 770 / _____

COURSE TITLE: Assessment-Intervention II: Behavior and Personality

<u>[Signature]</u> Proposal Sponsor	<u>11-13-95</u> Date of Submission
<u>Kenneth D. Schuedel</u> Chair of Sponsoring Department	<u>Psychology</u> Department
<u>[Signature]</u> Chair, College Curriculum Committee	<u>11/13/95</u> Approval Date
<u>[Signature]</u> Dean of College	<u>12/7/95</u> Approval Date
<u>[Signature]</u> Dean of College	<u>LES</u> College
	<u>12/8/95</u> Approval Date

FOR UNDERGRADUATE ACTIONS:

IF COURSE IS TO BE CONSIDERED AS A DIVERSITY OPTION/ G.S OPTION

Recommended
 Not Recommended _____ Date

 Chair, Div. Comm. \ Gen. Ed. Review Comm.

Received for Recording
 Approved
 Not Approved _____ Date

 Chair, University Curriculum Committee

Received for Recording
 Approved
 Not Approved _____ Date

 Chair, Faculty Senate

FOR GRADUATE ACTIONS:

Received for Recording
 Approved
 Not Approved 1/18/96
 Date

A. C. Lee
 Chair, Graduate Council

 Provost & Vice Chancellor

 Date Received

RECORD OF OTHER ACADEMIC UNITS CONSULTED

ACADEMIC UNITS	SIGNATURE	DATE	*ACTION
_____	_____	_____	_____
_____	_____	_____	_____

(* Indicate Approve, No Contest, or Disapprove, for graduate course only.)

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<input type="checkbox"/> Major, _____	No. of Times in Major _____ and No. of Credits _____
<input type="checkbox"/> Minor, _____	No. of Times in Degree _____ and No. of Credits _____
<input type="checkbox"/> Emphasis _____	

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