

EDP 642
INDIVIDUAL ASSESSMENT OF
PERSONALITY FUNCTIONING
FALL, 1999

Instructor:

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Phones: Office---257-5445; Home---296-4186

Class Time:

Monday, 1:00-3:30
Room: 207 Taylor Education Building

General Course Objective:

To acquaint the student with strategies and issues in the assessment of children and adolescents experiencing emotional and/or behavioral difficulties.

Text: Kamphaus, R. W., & Frick, P. J. (1996) *Clinical assessment of child and adolescent personality and behavior*. Boston, MA: Allyn & Bacon.

Schedule

August 30	Overview and introduction <i>Chapters 1-3, 5</i>	
September 13	Purposes of assessment; multimodal assessment; cultural/legal/diversity issues <i>Chapter 4</i>	
September 20, 27	Interviewing; behavior observation techniques; role playing/social skills <i>Chapters 9, 12, 14</i>	
October 4, 11	Self-report measures; objective personality assessment; behavior rating scales <i>Chapters 6, 7,</i>	<i>8,10</i>
October 18, 25, November 1, 8	Traditional and alternative conceptualizations of projectives; Rorschach, thematics, drawings, and other projective techniques <i>Chapter 11</i>	
November 15	Special problem/disorder focused assessment <i>Chapter 15, 18, 19, 20</i>	

November 22 Family and ecological assessment *Chapter 13*

November 29,

December 3 Integrating social-emotional assessment data;
treatment planning *Chapter 16, 17*

Course Requirements

1. Three brief reaction/position papers will be assigned. These papers will be each worth 30 points and should **be no longer than eight pages**. They will be graded for writing and organization, utilization of resources and references, and integration/ conceptualization.
2. A final covering lectures and readings will be worth 50 points. This will be short-answer in format.
3. You will be required to assess one child or adolescent with a focus on social-emotional assessment. This assessment should also include intellectual and educational assessment with the goal of producing a comprehensive, integrated assessment. This will be graded S/U.

Position/Reaction Paper Topics

1. Considering either race, gender, or disability discuss whether these characteristics are relevant to the area of social-emotional assessment. You may chose to focus on a technique or set of techniques within the social-emotional assessment area for your discussion. **Due date: October 1.**
2. Select a specific disorder (e.g., child depression, anxieties, autism, etc.) and discuss issues relevant to the assessment of the disorder. **Due date: November 1.**
3. Some have argued that personality assessment and treatment/ intervention are poorly linked. Discuss this issue and suggest ways that social-emotional assessment data can be made relevant for educational and clinical intervention. **Due date: December 1.**