

UNIVERSITY OF GUELPH
Department of Family Relations and Applied Nutrition
FRHD*4180 Assessment and Intervention
Course Outline - Fall 2014

INSTRUCTOR: Laura Mullins, Ph.D. BCBA

Office: MINS 335

Office Hours: Wednesdays 6:30 – 7:00 pm, or by appointment

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LECTURE: Wednesday: 7:00PM – 8:50PM, MCKN, Room 120

LABS: Monday: 09:30AM – 11:20AM, CRSC, Room 403

Tuesday: 9:30AM - 11:20AM, ROZH, Room 108

Thursday: 11:30AM - 01:20PM, CRSC, Room 403

Course Aims and Objectives

This course is the second of a two-course sequence on the measurement of children's development and the implementation of formal recommendations. The purpose of this course is to continue to add to the students' knowledge of principles of assessment and intervention with respect to individual children, children within their families, and children within larger organizational settings (preschool support services, public school). This course will focus on the assessment of atypical development in children ranging in age from birth through adolescence. Accordingly, we will review a wide variety of assessment instruments. The entire assessment process will be surveyed including consideration of ethical principles of assessment, the development of assessment materials, making appropriate referrals, interpreting assessment reports, and implementing recommendations. There are 4 main objectives:

1. To introduce students to the theory and practice of assessment, including issues in measurement, formal and informal techniques, and methods of data collection with respect to individuals, families, and environments.
2. To help students understand the role assessment can play in understanding children, by heightening awareness of what type of information assessments can provide and learning when and how to refer a child for formal assessment.
3. To help students become educated consumers of assessment information by providing experience interpreting reports with the purpose of developing and implementing recommendations so that students can make intelligent use of assessment information in their work.
4. To equip students to make meaningful contributions to the assessment and intervention process of individual children within families, schools and social service agencies. This course will not teach students to be psychometricians nor will students be administering tests with graduate education regulations.

Required Text

Frick, P.J., Barry, C.T., & Kamphaus, R.W. (2010 e-book from library). *Clinical Assessment of Child and Adolescent Personality and Behavior*. New York: Springer.

Directions for accessing this e-book can be found on Courselink in the Course Material section.

Please note: A copy of the text is available on course reserve at the library.

Method of Evaluation

Marks in this course will be determined by four components:

Lab Participation	15%
Midterm	20%
Proposal	5%
Assignment	30%
Final Exam	30%

Guidelines and grading for each component will be make available online through Courselink

Please Note

1. You are expected to attend all lectures and labs. Material from lectures, labs, and readings will be covered on exams.
2. You are responsible for knowing when your assignment is due. A late penalty of 1 mark per day will apply for the assignment. No assignment will be accepted after 1 week beyond the due date.
3. If you cannot complete your assignment or write a test, you must contact the instructor before the due date. Appropriate documentation (e.g. medical certificate) may be required.
4. Questions regarding grades on papers, projects, or tests will be considered if presented to the instructor within ten days of receiving the mark.
5. You are responsible for knowing what academic misconduct is and the consequences of committing an offense. Consult the 2014/2015 University of Guelph Undergraduate Calendar for details.

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible

The university welcomes feedback on accessibility issues and students can provide feedback online. <http://www.uoguelph.ca/accessibility/>

Schedule of Lecture Topics

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Reading</u>
1	Sept. 10	Introduction to the Course What do I Mean by "Assessment"? Classification Categories	Frick et al., Ch. 1 & 3
2	Sept. 17	Measurement Issues: Basic Statistical Concepts (Reliability, Validity, and Norms) Standards for Testing in Canada	Frick et al., Ch. 2 & 4
3	Sept. 24	Standards for Professional Conduct Making a Referral, Establishing Rapport	Frick et al., Ch. 5
4	Oct. 1	Beginning the Assessment: Interviewing Parents for Developmental History; Interviewing Children & Assessment of Play	Frick et al., Ch. 8 & 13
5	Oct. 8	Assessment of Family Context, Parenting, Assessment of Maltreatment and Neglect	Frick et al., Ch. 12
6	Oct. 15	Midterm	
7	Oct. 22	Infant Assessment Self-Report Measures Parent and Teacher Ratings	Frick et al., Ch. 6 & 7
8	Oct. 29	Adaptive Behavior Ratings Intelligence & Learning Disabilities Integrating and Interpreting Information	Frick et al., Ch. 14 & 15
9	Nov. 5	*Guest Lecture	Frick et al., Ch. 17
10	Nov. 12	*Peer Ratings ADHD & Social-Emotional Measures ** Assignment Due ONLINE NOV 14, 2014 **	Frick et al., Ch. 9 & 18 Review Ch. 7 (BASC, CBCL, Connors, PIC)
11	Nov. 19	Social-Emotional Measures Continued Projective Measures	Frick et al., Ch. 10 & 16
12	Nov. 26	*Autism Spectrum Disorder & Guest speaker Reports and Interventions	Frick et al., Ch. 19
	Dec. 4	Final Exam	

**Schedule subject to changes pending availability of guest speakers*

PLAGIARISM

Plagiarism is one form of academic misconduct. A student guilty of plagiarism, the use of another person's thoughts and writings as his or her own, may experience disciplinary action in the form of academic penalties. In order to avoid plagiarism, a student must comply with the following procedures:

1. Every statement of fact not generally known, and every opinion which is not arrived at independently, requires a reference to the literature being used.
2. All quotations must be in quotation marks, or if a certain length (e.g., 40 words or more) must be indented.
3. Every quotation requires a reference.
4. In summarizing another person's words, a student would avoid plagiarism not only by observing 1, 2, and 3 above but also by using different words and changing the sentence structure of the original statements. Such paraphrases must also be given references.

REMEMBER THAT YOUR CONCERN IS TO DEMONSTRATE YOUR ABILITY TO USE THE PREVIOUS WORK ON THE SUBJECT, ASSIMILATE IT AND PRESENT IT, NOT AS A PATCHWORK OF PARAPHRASES BUT AS A FRESHLY ORGANIZED AND INDIVIDUAL DESIGN THAT DEMONSTRATES YOUR OWN UNDERSTANDING OF THE SUBJECT.

(Adapted for use by the Department of Family Relations and Applied Nutrition from the Department of English Language and Literature)