

國立中正大學心理學系教學大綱
第 115 學年度第 1 學期

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編號 (Course number) : 3655204
科目名稱 (Course title) : 兒童心理衡鑑深論與實作 I
英文譯名 (Course title) : Advanced Psychological Assessment of Children and Hands-on Skill Enhancement I
學分數 (Credit hours) : 三學分
修別 (Required or elective courses) : 必修
上課地點 : TBA
上課時間 : Thursday, 1:10 pm to 4:10 pm

一、教學目標 (Course Objectives) :

The course is designed for graduate students in Clinical Psychology as one of the courses that provides exposure to psychological assessment for children. By the end of the course, you will be expected to:

1. acquire a clear understanding of the assessment terms (e.g., psychological tests, psychological assessment, clinical judgment, psychological functional assessment, case formulation/conceptualization).
2. apply ethical professional practices.
3. recognize the place of psychometric properties in selecting assessment instruments and the phases in clinical assessment.
4. practice clinical interviewing skills.
5. expand skills as an observer and in conducting behavioral assessment.
6. develop skills in properly administering, scoring, interpreting, and writing psychological reports for the commonly used individual administered adaptive tests and infant development tests.
7. form skills in conducting case formulation (i.e., integrating the resulting information into a meaningful and understanding picture of the child)
8. gain skills in providing appropriate recommendations based on the child's strengths and weaknesses and the milieu in which he or she must function.
9. integrate the resulting information into a meaningful report that can be used by mental/physical health professionals, teachers, and the child if age appropriate., etc.
10. communicate the assessment information to children and their family in an understandable, useful, and professional form.

二、先修課程 (Prerequisite courses) :

Introduction to Abnormal Psychology (prerequisite)
Psychological Testing (prerequisite)

Psychological Assessment (recommended)
Advanced Psychopathology (recommended)
Advanced Child Psychopathology (prerequisite)

三、授課方式 (Course format) :

The course will consist of lectures, discussions, demonstrations (both in vivo and using videotapes), role-plays, outside class practice in assessment skills (including interviews, behavioral observation, test administration, scoring, interpretation, clinical judgment, case conceptualization/formulation, recommendations, and treatment plans), skills rehearsal and evaluation, and case presentations.

You are required to read test manuals thoroughly to skillfully administer, score, interpret, and write psychological reports for a number of tests; however, you also will be requested to read and absorb but not to memorize the monster text books and additional readings during this course. You especially will find the books such as Sattler (2001) and Sattler, J. M., & Dumont, R. (2004) to be full of information, so please give yourself ample to digest the information. If necessary, I will provide you with other assistances (e.g., study guides, handouts). You will find these books and additional readings are invaluable resources, which you will treasure from this day forward.

This course will provide you the foundation training for psychological assessments which will prepare you for your practicum, internship, and your career (e.g., a clinician who works at a mental health setting where you may be asked to conduct many assessments and to write numerous reports). You are required to put into considerable effort to conduct a variety of tests and to write a number of reports. At the moment, you may think this demand is way too high; however, the requirement of this course is not uncommon for the job description of a full-time clinical psychologist. I feel necessary to have you acquire professional testing and writing skills prior to your practicum, internship, and your career.

四、教學內容 (Class outline including content, sequence, and readings are subject to change) :

** The most updated version of the tests will be introduced throughout the course only when these tests are available at the department.

Date	Class Content	Readings & Assignments	Deadlines & Points Earned
9/10 (Week 1)	Introduction to the course Psychological tests Evaluating psychological tests Reliability Validity Validity in clinical practice Psychological Assessment Phases in clinical assessment Clinical judgment Case conceptualization Type of referral settings Computer-assisted assessment Introduction to test review and assignment 1 Introduction to “point of discussion (POD)”	G-M 1 G-M 2 Example: <i>Emotional and behavioral and problems:</i> Achenbach System of Empirically Based Assessment I. Preschool Forms (Ages 1½-5) 1. Child Behavior Checklist For Ages 1½-5 (CBCL/1½-5) 2. Caregiver-Teacher Report Form For Ages 1½-5 (C-TRF) II. School-Age Forms	Attendance & class participation 1

		(Ages 6-18) 1. Child Behavior Checklist For Ages 6-18 (CBCL/6-18) 2. Teacher's Report Form For Ages 6-18 (TRF) 3. Youth Self-Report For Ages 11-18 (YSR)	
9/17 (Week 2)	[Bayley Scales of Infant and Toddler Development 4th (Bayley-4), Chinese Version] Bayley-4, English Version used for the reference	貝萊嬰幼兒發展量表第四版 (中文版) 技術手冊 [Bayley 4 Technical Manual (T) & Administration Manual (Chinese version)] English Version used for the reference Bayley 4 Introduction Research Procedures, Standardization, and Norms Development ; General Administration Guidelines for the Bayley-4 Evidence of Reliability and Validity Interpretation	Attendance & class participation 2 Assignment 1 (Test review): Bayley 4 due, Chinese Version] Bayley 4 Technical Manual (T) & Administration Manual (A; English version) 1. Chapter 1: Introduction (T & A) 2. Chapter 2: Research Procedures, Standardization, and Norms Development (T); General Administration Guidelines for the Bayley-4 (A) 3. Chapters 3 & 4: Evidence of Reliability and Validity (T) 4. Chapter 3: General Administration and Scoring Guidelines for the Cognitive, Language and

			Motor Scales (A) 5. Chapter 5: Interpretation (T)
9/24 (Week 3)	貝萊嬰幼兒發展量表第四版 (中文版) [Bayley Scales of Infant and Toddler Development 4th (Bayley-4), Chinese Version] Bayley-4, English Version used for the reference	貝萊嬰幼兒發展量表第四版 (中文版) 施測手冊 [Bayley 4 Technical Manual (T) & Administration Manual (Chinese Version)] English Version used for the reference Bayley 4 General Administration and Scoring Guidelines for the Cognitive, Language and Motor Scales	Attendance & class participation 3
10/01 (Week 4)	貝萊嬰幼兒發展量表第四版 (中文版) [Bayley Scales of Infant and Toddler Development 4th (Bayley-4), Chinese Version] Bayley-4, English Version used for the reference Video Review	貝萊嬰幼兒發展量表第四版 (中文版) 施測手冊 [Bayley 4 Technical Manual (T) & Administration Manual (Chinese Version)] English Version used for the reference Bayley 4 Administration of Cognitive, Language and Motor Scales Vineland-3 Overview Scoring and Administration Revision Goals, Content Development, and Standardization Evidence of Reliability	Attendance & class participation 4

	文蘭適應行為量表 (中文版)指導手冊幼兒版 (適用 2-5 歲) [Vineland Adaptive Behavior Scales-Third Edition, Chinese Version (Vineland-3)]	and Validity Interpretation and Application of Results	
10/08 (Week 5)	Test review: 萊特國際非語文智力測驗第三版 Leiter International Performance Scale-Third Edition (Leiter-3) 適應行為評量系統第三版 (Adaptive Behavior Assessment System, Third Edition; ABAS - 3) 中文版－幼兒版 適應行為評量系統第三版 (ABAS - 3) 中文版－兒童版 Optional (可選擇的): 兒童發展神經心理測驗第二版 (NEPSY-II)	Leiter-3, ABAS-3 中文版－幼兒版, <i>and</i> ABAS-3 中文版－兒童版 Overview Scoring and Administration Revision Goals, Content Development, and Standardization	Assignment 2 (Test review): Leiter-3 ABAS - 3 中文版－幼兒版 ABAS - 3, \ 中文版－兒童版 Optional (可選擇的): NEPSY-II
10/15 (Week 6)	Test review: 萊特國際非語文智	Leiter-3, ABAS-3 中文版－幼兒版, <i>and</i>	Assignment 2 (Test review):

	力測驗第三版 Leiter International Performance Scale-Third Edition (Leiter-3) 適應行為評量系統第三版 (Adaptive Behavior Assessment System, Third Edition; ABAS - 3) 中文版－幼兒版 適應行為評量系統第三版 (ABAS - 3) 中文版－兒童版 Optional (可選擇的): 兒童發展神經心理測驗第二版 (NEPSY-II)	ABAS-3 中文版－兒童版 Evidence of Reliability and Validity Interpretation and Application of Results	Leiter-3 ABAS - 3 中文版－幼兒版 ABAS - 3, \ 中文版－兒童版 Optional (可選擇的): NEPSY-II
10/22 (Week 7)	Test review: 萊特國際非語文智力測驗第三版 Leiter International Performance Scale-Third Edition (Leiter-3) 適應行為評量系統第三版 (Adaptive Behavior Assessment System, Third Edition; ABAS - 3) 中文版－幼兒版 適應行為評量系統第三版 (ABAS - 3) 中文版－兒童版	Leiter-3, ABAS-3 中文版－幼兒版, <i>and</i> ABAS-3 中文版－兒童版 Cognitive Battery Attention/Memory Battery Examiner Rating Scale	Assignment 2 (Test review): Leiter-3 ABAS - 3 中文版－幼兒版 ABAS - 3, \ 中文版－兒童版 Optional (可選擇的): NEPSY-II

	版 Optional (可選擇的): 兒童發展神經心理測驗第二版 (NEPSY-II)		
10/29 (Week 8)	Assessment Interview Play skills Parent Interview Child Interview	G-M 3 <i>Additional Readings</i>	Attendance & class participation 5 POD1 due (G-M 3)
11/05 (Week 9)	Discussions POD4 Observations and Behavioral Assessment Functional Behavioral Assessment	G-M 4 <i>Additional Readings</i>	Attendance & class participation 6 POD2 due (G-M 4) Videotape, protocol, and report of the Bayley 4 due
11/12 (Week 10)	Demonstrations and role-plays Interview Skills Play skills Parent Interview Child Interview Behavioral observations	G-M 3 & 4 <i>Additional Readings</i>	Attendance & class participation 7
11/19 (Week 11)	ID Assessment Issues in Intelligence Testing Adaptive behavior Assessment of Intellectual Functioning Based on the DSM-5 Wechsler Preschool and Primary Scale of Intelligence- 4th Edition (WPPSI- IV)	WPPSI- IV Integrated Administration and Scoring Manual WPPSI- IV Integrated Technical and Interpretive Manual WPPSI- IV Protocol S (2016) 5, 6, & 7	Attendance & class participation 8 Videotapes and reports of the parent and child interviews as well as the behavioral observation due
11/26 (Week 12)	Demonstration and role-play	WPPSI- IV Integrated Administration and	Attendance & class participation 9

	WPPSI- IV	Scoring Manual WPPSI- IV Integrated Technical and Interpretive Manual WPPSI- IV Protocol S (2016) 5, 6, & 7	
12/03 (Week 13)	Demonstration and role-play WPPSI- IV	WPPSI- IV Integrated Administration and Scoring Manual WPPSI- IV Integrated Technical and Interpretive Manual WPPSI- IV Protocol S (2016) 5, 6, & 7	Attendance & class participation 10
12/10 (Week 14)	Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V)	G-M 5 WISC-V Integrated Administration and Scoring Manual WISC-V Integrated Technical and Interpretive Manual WISC-V Protocol S (2016) 2, 3, & 4	Attendance & class participation 11 Videotape, protocol, and report of the WPPSI-IV due
12/17 (Week 15)	Demonstration and role-plays WISC-V (Continue)	G-M 5 WISC-V Integrated Administration and Scoring Manual WISC-V Integrated Technical and Interpretive Manual WISC-V Protocol S (2016) 2, 3, & 4	Attendance & class participation 12
12/24 (Week 16)	Demonstration and role-play	G-M 5 WISC-V Integrated	Attendance & class participation 13

	WISC-V (Continue)	Administration and Scoring Manual WISC-V Integrated Technical and Interpretive Manual WISC-V Protocol S (2016) 2, 3, & 4	
12/31 (Week 17)	Bender Visual Motor Gestalt Test (B-G test) Demonstration and role-play B-G Test	G-M 12 Bender Visual-Motor Gestalt II Examiner's Manual Lacks & Newport (1980) McIntosh et al. (1988) Shapiro & Simpson (1995) Bender Visual-Motor Gestalt II Examiner's Manual	Attendance & class participation 14 Videotape, protocol, and report of the WISC-V due
1/7 (Week 18)	Screening Tool for Autism in Toddlers and Young Children (STAT) Autism Behavior Checklist_Taiwan Version	STAT Manual	Attendance & class participation 15 Assignment 3 自閉症類群障礙 評估量表中文版 1. 自閉症類群 障礙檢核表 (華文版) (CASD-C) (Checklist for Autism Spectrum Disorder-Chi nese Version) 2. Autism Behavior Checklist-Ta iwan Version (ABCT; 臺 灣版自閉症 行為檢核表; 黃君瑜和吳 佑佑, 2008)

			Videotape, protocol, and report of the B-G test due
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*TBA: to be announced

五、參考書籍 (Required textbooks and other required materials)：

「請尊重智慧財產權，不得非法影印教師指定之教科書籍」。

Required Textbooks:

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment* (6th ed.). John Wiley & Sons. **(G-M)**

Sattler, J. M. (2008). *Assessment of children: Cognitive applications* (5th ed.). Jerome M. Sattler. **(S 2008)**

Sattler, J. M. (2014). *Foundations of Behavioral, Social, and Clinical Assessment of Children* (6th ed.). Jerome M. Sattler.

Sattler, J. M., Dumont, R., & Coalson, D. L. (2016). *Assessment of children: WISC-V and WPPSI-IV*. Jerome M. Sattler. **(S 2016)**

Raiford, S. E. (2017). *Essentials of WISC-V Integrated Assessment (Essentials of Psychological Assessment)* (1st ed.) John Wiley & Sons.

Raiford, S. E., & Coalson, D. L. (2014). *Essentials of WPPSI-IV assessment*. John Wiley & Sons.

Flanagan, D. P., & Kaufman, A. S. (2009). *Essentials of WISC-IV assessment*. John Wiley & Sons.

陳心怡、陳榮華(2013)魏氏幼兒智力量表第四版 (WPPSI – IV) 中文版技術和解釋手冊。台北：中國行為科學社。

陳心怡、陳榮華(2013)魏氏幼兒智力量表第四版 (WPPSI – IV) 中文版指導手冊。台北：中國行為科學社。

陳心怡 (2018)魏氏兒童智力量表第五版 (WISC-V) 中文版技術和解釋手冊。台北：中國行為科學社。

陳心怡 (2018)魏氏兒童智力量表第五版 (WISC-V) 中文版指導手冊。台北：中國行為科學社。

盧台華、林坤燦、陳心怡修訂(2025)。適應行為評量系統第三版(ABAS-3) 中文版—幼兒版 (父母/主要照顧者評適用：0-5 歲；教師/日間照顧者評適用：2-5 歲)。台北：中國行為科學社。

盧台華、林坤燦、陳心怡修訂(2025)。適應行為評量系統第三版(ABAS-3) 中文版—兒童版 (6-17 歲；父母、教師或其他接觸頻繁者填寫)。台北：中國行為科學社。

盧台華、林坤燦、陳心怡修訂(2025)。適應行為評量系統第三版(ABAS-3) 中文版—成人版 (18-89 歲；可自評/他評)。台北：中國行為科學社。

Other Required Materials:

- Achenbach, T. M., & Rescorla, L. A. (2000). *Manual for the ASEBA preschool-age forms and profiles*. University of Vermont, Research Center for Children, Youth, & Families.
- Achenbach, T. M., & Rescorla, L. A. (2001). *Manual for the ASEBA school-age forms and profiles*. University of Vermont, Research Center for Children, Youth, & Families.
- Achenbach, T. M., & Rescorla, L. A. (2007). *Multicultural supplement to the manual for the ASEBA school-age forms and profiles*. University of Vermont, Research Center for Children, Youth, & Families.
- Achenbach, T. M., & Rescorla, L.A. (2010). *Multicultural supplement to the manual for the ASEBA preschool forms and profiles*. University of Vermont Research Center for Children, Youth, & Families.
- Bayley, N. (2006). *Bayley Scales of Infant and Toddler Development: Technical Manual* (3rd ed.). The Psychological Corporation.
- Bayley, N., & Aylward, G. P. (2019). *Bayley Scales of Infant and Toddler Development: Administration Manual* (4th ed.). NCS Pearson.
- Bayley, N., & Aylward, G. P. (2019). *Bayley Scales of Infant and Toddler Development: Technical Manual* (4th ed.). NCS Pearson.
- Chen, Y., Huang, H. L., & Chao, C. C. (2009). 阿肯巴克實證衡鑑系統 [Achenbach System of Empirically Based Assessment (ASEBA)]. Psychological Publishing.
- Harrison, P. L., & Oakland, T. (2011). *Adaptive Behavior Assessment System Second Edition Manual*. Western Psychological Services.
- Harrison, P. L., & Oakland, T. (2015). *Adaptive Behavior Assessment System Third Edition*. Western Psychological Services.
- Korkman, M., Kirk, U., & Kemp, S. (2007). *NEPSY-II: A developmental neuropsychological assessment* (2nd ed.). The Psychological Corporation.
- Roid, G. H., & Miller, L. J. (2013). *Leiter International Performance Scale—Third Edition (Leiter-3)*. Stoelting.
- Sara S. Sparrow, S. S., Cicchetti, D. V., & Balla, D. A. (2005). *Vineland Adaptive Behavior Scales, Second Edition: Survey Forms Manual (Vineland II)*. AGS Publishing.
- Stone, W. L., & Ousley, O. Y. (2008). *Screening Tool for Autism in Toddlers and Young Children*. Vanderbilt University.
- Wechsler, D. (2013). *Wechsler Intelligence Scale for Children—Fourth Edition*. Psychological Corporation.

Wechsler, D. (2012). *Wechsler Preschool and Primary Scale of Intelligence- 4th Edition (WPPSI- IV)*. Psychological Corporation.

洪麗瑜、張郁雯、陳秀芬、陳慶順、李瑩王勻等編著(2003)・基本讀寫字綜合測驗指導手冊・心理出版社・

黃秀霜編著(2001)・中文年級認字量表・心理出版社・

List of Additional Readings

Chen, H., Keith, T., Chen, Y., & Chang, B. (2009). What does the WISC-IV measure? Validation of the scoring and CHC-based interpretative approaches. *Journal of Research in Education Sciences*, 54(3), 85-108.

Chen, H., Hung, L., Chen, Y., Zhu, J., & Keith, T. Z. (2015). Validation of Taiwan WISC-IV by using four- and five-Factor interpretative approaches. *Bulletin of Special Education*, 40(2), 91-110.

Salvia, J., & Ysseldyke, J. E. (2001). Assessment of adaptive behavior. *Assessment* (8th ed.; pp. 575-602). Houghton Mifflin.

Sperry, L. (2005). Case conceptualization: A strategy for incorporating individual, couple and family dynamics in the treatment process. *American Journal of Family Therapy*, 33(5), 353-364.

Weiss, L. G., Keith, T. Zhu, J., & Chen, H. (2013a). Technical and practical issues in the structure and clinical invariance of the Wechsler scales: A rejoinder to commentaries. *Journal of Psychoeducational Assessment*, 31(2), 235-243.

Weiss, L. G., Keith, T. Zhu, J., & Chen, H. (2013b). WAIS-IV and clinical validation of the four-and five-factor interpretative approaches. *Journal of Psychoeducational Assessment*, 31(2), 94-113.

Weiss, L. G., Keith, T. Zhu, J., & Chen, H. (2013c). WISC-IV and clinical validation of the four- and five-factor interpretative approaches. *Journal of Psychoeducational Assessment*, 31(2), 114-131.

Witt, J. C., Elliott, S. N., Daily III, E. J., Gresham, F. M., & Kramer, J. J. (1998). Adaptive behavior. *Assessment of at-risk and special needs children* (2nd ed.; pp. 367-388). McGraw-Hill.

Additional required reading will be distributed at least one week prior to the discussion date in order to supplement/complement textbook materials (see Additional Reading List supplement to this syllabus).

Suggested References

Anastasi, A. Urbina, S. (1997). Psychological testing (7th ed.). Prentice Hall Inc.
Buros Mental Measurement Yearbooks (<http://www.unl.edu/buros/>)

- Haynes, S. N., & O'Brien, W. H. (2000). Principles and practice of behavioral assessment. Kluwer Academic/Plenum.
- Lezak, M.D., Howieson, D. B., Erin, D., Bigler, D. T. (2012). Neuropsychological Assessment (5th ed.) (Chapters 1-8 & 13-20).
- Nagy, T. F. (2005). Ethics in plain English-An illustrative casebook for psychologists (2th ed.). American Psychological Association.
- Salvia, J., & Ysseldyke, J. E. (2001). Assessment (8th ed.). Houghton Mifflin.
- Sattler, J. M. (2006). Assessment of children: Behavioral, Social, and Clinical Foundations (5th ed.). Jerome M. Sattler.
- Witt, J. C., Elliott, S. N., Daily III, E. J., Gresham, F. M., & Kramer, J. J. (1998). Assessment of at-risk and special needs children (2nd ed.). McGraw-Hill.

六、評量方式 (Grading) :

For Master's Level Students		
Point of Discussion	20 points 10 points per question (10 x 2 = 20)	
Assignment	120 points 40 points per assignment (40 x 3 = 120)	
Skills Checkouts, Test Administration, and Protocol Scoring (<i>videotapes and protocols required</i>)	350 points	Types of Testing
Bayley-IV	100 points	QRC testing
Parent Interview and Behavioral Observation	50 points	QRC testing
Child Interview and Behavioral Observation	25 points	QRC testing
WPPSI-IV	75 points	QRC testing
WISC-V	75 points	QRC testing
B-G test	25 points	QRC testing
Written Reports for Individual Testing	350 points	Types of Testing
Bayley-IV	100 points	QRC testing
Parent Interview and Behavioral Observation	50 points	QRC testing
Child Interview and Behavioral Observation	25 points	QRC testing
WPPSI-IV	75 points	QRC testing
WISC-IV	75 points	QRC testing
B-G test	25 points	QRC testing
Attendance & Class Participation	160 points 10 points per class x 16 (16 out of 17)	

The maximum possible score is 1000 points. Letter grades will be assigned according to the number of points earned at the semester's end: A = 900 or above, B = 800-899, C = 600-799, F = 599 or below. Only in extraordinary circumstances will a grade of "Incomplete" be assigned; arrangements for such a grade should be made well before the end of the semester.

I will distribute the grading criteria and grades for your testing administration, protocol scoring, skills checkouts, written reports, case presentation, and attendance and class participation throughout the course. It is recommended that you also keep track of your grades throughout the course.

1. Point of Discussion (POD) and Assignment

Throughout the course, each student will be required to write two PODs and three assignments given by the instructor. The test reviews should be submitted by electronic mail to psyycc@gmail.com so that they are delivered by 6:00 pm on the day before class. Late PODs won't be accepted, particularly for things at the end of the semester. Each POD and assignment will be scored on a 10-point scale and a 40-scale, respectively, considering the substance of the issues addressed, accuracy, clarity, and completeness. Students are expected to turn in all PODs and assignments on time (6 pm prior to each class session). Each POD and assignment turned in late will automatically be assigned a maximum score of 7 points and a maximum score of 28 points, respectively.

2. Test Demonstration, Administration, and Protocol Scoring

You will test a peer, a partner, and a quasi-real client (QRC). You may videotape all testing so that your dedicated instructor and teaching assistants can painstakingly review and score these videotapes for adherence to standardized procedures. Videotapes demonstrating your competence in testing quasi-real clients are required. It is best to schedule testing to be done in the testing room at the department so that you can use the video equipment, but it is okay to test elsewhere (e.g., research lab, check out equipment from the department). Make sure that your videotape spans the entire testing session and provides an unobstructed view of you and the materials.

- A. *Class Demonstration.* In addition to interviews and observations, for each test we will introduce during the class, you will be paired up with a classmate and be assigned to demonstrate the administration for part or few subtests of the test one week ahead. Following the instruction's overview and demonstration for the test, you and your partner will be required to conduct your part of testing in front of class. Direct feedback will be provided by the instructor. Please do not be panic about your class demonstration. Your participation rather than performance (correct or incorrect administration for part of the test) will be graded.
- B. *Peer Testing.* In addition to interviews and observations, for most of the tests we will introduce during the class, you will be paired up to conduct the tests of your peer who must be a classmate from this class and vice versa. You should view the testing as a low-stress practice run, but ask your peer to challenge your skills so you will be better prepared when you conduct future assessments for a QRC.

C. *QRC testing*. In addition to interviews and observations, for most of the tests we will introduce during the class, you are required to find your QRC clients yourself. For the quasi-real clients, although these are not real “clients,” please treat them as if they were. In specific, you must adhere to ethical standards and have all examinees sign consent forms (parental consent in the case of children under age 18 years); please turn in the consent forms with your testing protocols. You are NOT encouraged to assess your family members or close friends. You CANNOT provide feedback to the examinee or family regarding the outcome of testing because you are still learning testing procedure and you are not being supervised to provide feedback.

D. Comprehensive evaluation. You will be paired to conduct a comprehensive psychological assessment for a QRC.

You are not required to return in your peer testing videotapes and protocols. The major function of your peer testing is to provide you an opportunity to learn the testing materials and to familiarize with the testing procedure and protocol scoring. You also will gain experience of providing feedback to your peers who serve as your examinee. Only your QRC testing videotapes and protocols will be scored by the instructor or teaching assistants, so be detail-focused and careful with testing and scoring.

Late videotapes and scored protocols will automatically lose one point in each area for each day they are late and won't be accepted after one week 24 hours after the due date, particularly for things at the end of the semester.

3. Written Report

You will write reports on all of your QRC testing. Please realize that different supervisors you meet here and elsewhere (e.g., practicum, internship) will require different report formats. Please learn to be mentally flexible with report framework down the road. I will provide you with a sample to assist you in writing your report.

All reports will be graded on their first submission, but will be rewritten until acceptable. Late reports will automatically lose one point in each area for each day they are late and won't be accepted after one week 24 hours after the due date, particularly for things at the end of the semester. You should turn in a hard copy and an electronic copy of your reports. All of the reports will be emailed to each student by the instructor. The testing reports should be no longer than 10 pages. Please submit your reports as a format that is prepared with Word; uses the Time New Roman font in size of 12 points; and has 1-inch margins and single space.

4. Parent and Child Interviews and Behavioral Observation Checkouts

You are required to pass a check-out procedure on your skills of conducting interviews and behavioral observations. Check-outs will occur outside of class time with the instructor or one of the teaching assistants or classmates. Checklists of required components of the skills will be provided in advance. Each check-out skills will be worth 50 points. The grading for each checkout will be “meeting expectations” (35 points), “needs improvement” (less than 35 points for each checkout), or “meritorious” (45 points). Each checkout should be completed within the time frame designated in this syllabus. You should contact the instructor or one of the teaching assistants or classmates at least one week in advance to schedule an appointment. Depending on whether the

audiovisual equipment is available, you may be required to turn in one or more video-tapes of your skill check-outs for the instructor's review.

5. Attendance & Class Participation

You are expected to attend class regularly and to participate in class discussions/exercises. Each week (from week 1 to week 17), students' attendance and class participation will be scored on a 10-point scale. At the end of the semester, your 16 scores will be added and a maximum of 160 points over the semester will be counted toward your course grade. This procedure allows you to lose 10 points over the semester without penalty.