



Assessment II

The University of Toledo
Department of Psychology
PSY 6/7280; CRN: 24645/24646; Section: 001

Instructors: Joni Mihura, Ph.D.; Matthew Tull, Ph.D.; **Class Location:** UH1610

Sarah Francis, Ph.D.

Email: joni.mihura@utoledo.edu;

matthew.tull@utoledo.edu;

sarah.francis@utoledo.edu;

Office Hours: By appointment

Office Location: UH1067 (Mihura); UH5040C (Tull); UH1430 (Francis)

Instructor Phone: 419-705-1974 (For Texting Only; Mihura); 419-530-4302 (Tull); 419-530-2771 (Francis)

Offered: Spring

Class Day/Time: Thursdays 10am-1240pm

Credit Hours: 3

TA: Kirsten Buckingham

TA email: Kirsten.Buckingham@rockets.utoledo.edu

Course Catalog Description

This course is designed to provide clinical psychology doctoral students with the training to attain the profession-wide competency in assessment, as required by the APA Commission on Accreditation. Students will learn foundational skills in psychometrics and integrative multimethod assessment in the process of learning to administer, score, interpret, and communicate about the most commonly used standardized measures for neuropsychological and personality and psychopathology assessment in order to be prepared to engage in evidence-based assessment practice. [Note that this course covers behavioral and personality and psychopathology assessment, not neuropsychological and personality and psychopathology assessment.]

APA Readiness for Practicum Functional Competencies Covered by this Course

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.
- 8A. Knowledge and Application of Evidence-Based Practice: Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology
9. Assessment: Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.
- 9A. Knowledge of Measurement and Psychometrics: Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing

- 9B. Knowledge of Assessment Methods: Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam
- 9C. Application of Assessment Methods: Demonstrates knowledge of measurement across domains of functioning and practice settings
- 9F. Communication of Assessment Findings: Demonstrates awareness of models of report writing and progress notes
- 10A. Intervention planning: Displays basic understanding of the relationship between assessment and intervention
- 10B. Skills: Displays basic helping skills

Course Goals

This course serves three main goals. First, it provides the knowledge and skills necessary to conduct behavioral assessments and to administer, score, and interpret commonly used standardized tests of personality and psychopathology. Second, to use these instruments in applied practice, it is necessary to understand their psychometric foundations, so the course reviews relevant data for each test. Finally, it provides opportunities to learn how to communicate test findings in professional formats, through written reports and oral presentations.

Student Learning Outcomes

By the end of the course, you should be able to:

1. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
2. Demonstrate accurate understanding of the constructs measured by each test reviewed, performed, and reported.
3. Demonstrate the ability to solicit relevant history information from volunteer clients and to understand assessment data within its context (e.g., family, social, societal, and cultural).
4. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
5. Demonstrate an understanding of behavioral principles that would guide a functional analysis of problem behavior; demonstrate the ability to conduct a functional analysis of problem behavior that takes into account relevant contextual factors that serve to motivate and maintain that behavior.
6. Demonstrate accurate administration, scoring, and interpretation of measures that are performed or reported, as demonstrated in written reports and oral presentations; interpret assessment results following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of the assessment that are subjective from those that are objective.
7. Demonstrate a beginning capacity to integrate results from several tests within a method family and across method families with observed behavior and history information to provide consultation to others and address applied referral questions.

Teaching Methodology

This is an active learning course that trains students for applied skills in multiple areas of psychological assessment (including behavioral and personality and psychopathology) that is preparation for completing integrative assessments as part of subsequent practicum training. The course combines practice administration, scoring, and interpretation with lectures, discussions, case examples, practice interpretation of cases, exams, reports, and a weekly lab.

Prerequisites and Co-requisites

PSY 6/7270 Assessment I is a pre-requisite for this course. Students will be concurrently enrolled in graduate courses in Foundations of Clinical Practice and Foundations of Psychotherapy.

Required Instructional Materials (Texts and Ancillary Materials)

Required:

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

Various Handouts and Articles

Access Required (Purchase not Necessary):

Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). *Rorschach Performance Assessment System: Administration, coding, interpretation, and technical manual*. Toledo, OH: Rorschach Performance Assessment System, LLC.

Ben-Porath, B., & Tellegen, A. (2020). *MMPI-3 Manual for Administration, Scoring and Interpretation* (Q-global Digital). A103000194052

Morey, L. C. (2003). *Essentials of PAI assessment*. Wiley.

Recommended:

Achenbach, T. M., & Rescorla, L. A. (2001). *Manual for the ASEBA School-Age Forms & Profiles*. Burlington, VT: University of Vermont, Research Center for Children, Youth, & Families.
<http://www.aseba.org/forms.html>

American Educational Research Association, American Psychological Association, and National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

Other Supplies for Lab: Clipboard or laptop, pens

University Policies

General Academic Policies

All graduate students at UT are expected to read, understand, and follow the academic policies that govern their attendance at the University. These policies include, but are not limited to, academic dishonesty, academic grievance, leave of absence, and transfer of credit. Please use the following URL to read a comprehensive list of academic policies that pertain to you in this class and throughout your graduate education at UToledo: <http://www.utoledo.edu/policies/academic/graduate/>. If you have any questions after reading through the policies, please let us know.

Academic Accommodations

The University of Toledo is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations memo from Student Disability Services, it is essential that you correspond with us as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with Student Disability Services who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact the [Student Disability Services Office](#).

Academic Dishonesty

Consistent with University Policy, academic dishonesty is not tolerated. Students are responsible for knowing what constitutes academic dishonesty. If you are uncertain about what constitutes plagiarism or cheating, seek the instructor's advice. Examples of academic dishonesty include, but are not limited to: 1) Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation; 2) Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination; 3) Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination; 4) Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it; 5) Giving or receiving substantive aid during the course of an examination; 6) Commencing an examination before the stipulated start time or continuing to work on an examination after the announced conclusion of the examination period; 7) Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination; or 8) Submitting the same written work to fulfill the requirements for more than one course. The full University policy on academic dishonesty may be found at <http://www.utoledo.edu/dl/students/dishonesty.html>.

Resources Related to Sexual or Gender-based Violence and Harassment

The University of Toledo cares greatly about the health and well-being of our students, staff, and faculty, and takes all sexual or gender-based violence and harassment very seriously. If you have experienced sexual assault, sexual harassment, intimate partner violence, or stalking and want a confidential place to obtain support and information, please contact the Center for Student Advocacy and Wellness on the main campus in Health and Human Services Room 3017. You can call 419-530-2497 during regular business hours and 419-530-3431 for 24-hour assistance from a trained advocate. In-person, walk-in appointments are also available Monday-Thursday from 8:30 a.m. to 5 p.m. The Center for Student Advocacy and Wellness provides free and confidential advocacy and counseling services to students, faculty, and staff. The YWCA H.O.P.E. Center also can be accessed as an off-campus confidential resource at 419-241-7273. Faculty, teaching assistants, and other university employees are mandated reporters of any incidents of sexual or gender-based violence or harassment. Thus, any disclosures of sexual or gender-based violence or harassment on or off campus made to faculty or teaching assistants, or other university employees must be forwarded to the Title IX Coordinator. The Title IX Office will then contact you regarding your rights, your option to participate in the investigation, interim safety measures and/or academic accommodations, and the need to proceed with an investigation (even if none is requested). Your participation in the process is voluntary. You may call 419-530-3152 to file a complaint or visit the following website for more information and resources:

<http://www.utoledo.edu/title-ix/>. Policies relating to Title IX can be found at:
<http://www.utoledo.edu/title-ix/policies.html>.

Other Resources

UT also has useful campus resources for students in need. The **Food Pantry** is available for students in need: <http://www.utoledo.edu/studentaffairs/food-pantry/>. For **Other Emergency Needs**, students can contact the Office of Student Advocacy and support (<http://www.utoledo.edu/studentaffairs/student-advocacy/>). Students also may contact the Dean's Office at 530-4616. They aim to do everything they can to get students the assistance they need to be successful in their classes.

Course Format

This course is divided up into 3 modules: (1) personality and psychopathology assessment, (2) behavioral assessment, and (3) child assessment; two of these (personality and psychopathology, and behavioral) are core course modules and will require the demonstration of specific competencies, as noted below. The personality/psychopathology module will consist of one 3-hour class meeting each week, accompanied by one 1-hour weekly lab meeting. The content of the labs will correspond to the didactic material covered in the class meetings.

Course Expectations and Guidelines

1. Attend and participate meaningfully in all classes and labs.
2. Read the textbooks, test manuals, articles, and supplemental materials distributed.
3. Administer, score, and interpret tests.
4. Present test data and lead discussion on case material obtained from a volunteer.
5. Understand and demonstrate ethical assessment practices.

Discussion and Participation. You are expected to attend and participate in the class. If you are not participating in a meaningful way in the class discussion, your final grade will be lowered. This decision will not be based on any one class, but an overall assessment of your participation. However, *you should expect to make at least two meaningful contributions to class each week*. A 'meaningful contribution' is minimally defined as indicating knowledge of the class material up to and including that class period (e.g., readings and assignments).

Test Administration.

Each of the core course modules will require you to meet with one volunteer practice participant with whom you will practice administering, scoring, and interpreting the tests and assessment techniques covered in that module. Each volunteer practice session will be video recorded and these videos will be reviewed by the TA.

Consent Forms and Confidentiality: Volunteers must sign a consent form for testing. If a volunteer is younger than 18 years old (which includes some of the undergraduates who sign up for the testing), they will have a signed consent form from their parent or legal guardian to participate on Sona, but should still sign an assent form. Only use the volunteer's initials on any of the testing materials.

Ethical Considerations. Some confidential client data is used in this class. The test results and reports are redacted for anonymity, but there are also videos of clients shown in class. Please follow the ethical guidelines regarding protection of assessment data and information. For general assessment purposes, you are expected to be familiar with the *APA Ethical Principles for Psychologists and Code of Conduct*, especially Standard 9: <http://www.apa.org/ethics/code/>

Overview of Course Grade Assignment

Grades in this course will be based upon demonstrated competencies in the following domains for the core modules: (1) administration, scoring, and interpretation of specific tests and assessment methods, (2) oral case presentations, and (3) report writing.

Child Module: Brief Report (10%). In the Child Module, mastery of the material covered will be assessed in the context of a brief report based upon testing data that will be provided to students.

Administration, Scoring, and Test Interpretation Summaries (30%). Each core module of this course will introduce specific approaches and tests relevant to psychological assessment. For each test and approach reviewed in each of the core modules, you will be required to demonstrate competency with respect to administration, scoring, and interpretation. The first two competencies will be assessed primarily in the context of the lab component of the course; the third will be assessed in the context of written reports and oral presentations.

1. 15% Lab Administration and Scoring
2. 5% PAI Interpretation Summary
3. 5% MMPI-3 Interpretation Summary
4. 5% R-PAS Interpretation Summary

Oral Case Presentations (30%). For each core course module, you will be required to give one oral presentation to the class (15% Personality; 15% Behavioral) in which the practice assessment with your volunteer participant is covered. This oral presentation will include the presentation of data relevant to the assessment case, an interpretation of the data collected, and a synthesis of the data to inform treatment planning.

Written Reports (30%). For each core course module, you will be required to submit a written report pertaining to the assessment of your volunteer participant (15% Personality; 15% Behavioral). This written report will include as a minimum a history, behavioral observations, a summary of the assessment data collected, a case formulation, and recommendations based upon the assessment data. [How do you want to address your part, Matt?] For the personality section, the integrated report will be based on the case discussed in class that includes video of the intake, history, and R-PAS and PAI results. Specific content required for the behavioral assessment written report will be provided on Week 8. [Matt: Is this still correct?]

Grading

Lowest percentage values for grades: A = 93%, A- = 90%, B+ = 87%, B = 83%, B- = 80%, C+ = 77%, C = 73%, C- = 70, D+ = 67%, D = 63%, D- = 60%, F = 0%

Course Schedule

Date	Module	Instructor	Wk	Class Activities		Lab Activities	
				Topic	Interpretations & Presentations	Administration	Scoring
1/21	Pers. & Psycho-pathology	Mihura	1	Orientation to Class Basic Considerations in Personality Assessment (PPT)		PAI Software	PAI Software; R-PAS Location & Object Quality
1/28	Pers. & Psych.	Mihura	2	New Models of Personality and Psychopathology and Implications for Assessment Broadband Self-Report Personality & Psychopathology Measures: Personality Assessment Inventory (PAI & PAI-A)			R-PAS Content
2/04	Pers. & Psych.	Mihura	3	Broadband Self-Report Personality & Psychopathology Measures: the MMPI Suite of Tests When to Use New Versions of Tests (Ethical)	DK PAI Summary Due 2/11		R-PAS Form Quality & Popularity
2/11	Pers. & Psych.	Mihura	4	Broadband Self-Report Personality & Psychopathology Measures: NEO PI-3 Narrowband Self-Report Measures (e.g., BDI, BAI, SCL-90) Interpretation and Report Writing			R-PAS Determinants
2/18	Pers. & Psych.	Mihura	5	Rorschach Assessment: Introduction and Discussion of the Empirical Literature			R-PAS Cognitive Codes
2/25	Pers. & Psych.	Mihura	6	R-PAS Response Process Interpretation Interpretation Based on Scoring and Interpretive Output Case #1 for Integrated Report	New Case: MMPI-3 Summary Due 2/29		R-PAS Thematic Codes
3/04	Pers. & Psych.	Mihura	7	The Assessment Interview Case #1 Intake for Integrated Report: View and Discuss in Class			Protocol level Scores
3/11	Pers. & Psych.	Mihura	8	Integrative Report Writing and Discussion of Examples	R-PAS Summary Due 3/11		
3/18	Behavioral	Tull	9	Behavioral Theory		R-PAS Adm in class w video during pandemic	
3/25	Behavioral	Tull	10	Foundations of Functional Analysis Application and Interpretation of Functional Analysis	DK Integrated Assessment Report Due 3/25		

4/01	Behavioral	Tull	11	Oral presentations - Behavioral		No Lab, Instructional Break on 3/29/21	
4/08	Pers. & Psych.	Mihura	12	Oral presentations – Personality & Psychopathology	Behavioral Assessment Report Due 4/08	2 nd R-PAS Adm Due Using Administration Packets during Pandemic	
4/15	Child	Francis	13	Child Psychopathology Assessment by Informant: CBCL, TRF, BASC-2			
4/22	Child	Francis	14	Child Psychopathology Assessment			
4/29	NA	NA	15	“INSTRUCTIONAL BREAK” on 04/29/21			
5/03-07				FINALS WEEK			

Personality & Psychopathology

Week 1

Bornstein, R. F. (2017). Evidence-based psychological assessment. *Journal of Personality Assessment, 99*(4), 435–445. doi:10.1080/00223891.2016.1236343

Mayer, J. D. (2020). An integrated approach to personality assessment based on the personality systems framework. *Journal of Personality Assessment, 102*(4), 443–456.
<https://doi.org/10.1080/00223891.2018.1555539>

Week 2

Kotov, R., Krueger, R. F., Watson, D., Achenbach, T. M., Althoff, R. R., Bagby, R. M., & ... Zimmerman, M. (2017). The Hierarchical Taxonomy of Psychopathology (HiTOP): A dimensional alternative to traditional nosologies. *Journal of Abnormal Psychology, 126*, 454–477.

Sharp, C., & Wall, K. (2020). DSM-5 Level of Personality Functioning: Refocusing Personality Disorder on What It Means to Be Human. *Annual Review of Clinical Psychology*.
<https://doi.org/10.1146/annurev-clinpsy-081219-105402>

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

- PAI Case #1 to interpret in class. **Review before class using Groth-Marnat reading**

Week 3

TO BE ADDED: MMPI-3 Oxford chapter in progress, not in Groth-Marnat

Lead Article and Commentaries

Williams, C. L., & Lally, S. J. (2017). MMPI-2, MMPI-2-RF, and MMPI-A administrations (2007–2014): Any evidence of a “new standard?” *Professional Psychology: Research and Practice, 48*(4), 267–274.
<https://doi.org/10.1037/pro0000088>

Ben-Porath, Y. S. (2017). An update to Williams and Lally’s (2016) analysis of MMPI-2-RF acceptance. *Professional Psychology: Research and Practice, 48*(4), 275–278.
<https://doi.org/10.1037/pro0000115>

Knauss, L. K. (2017). Response to article by Williams and Lally: What is the best test to use? *Professional Psychology: Research and Practice, 48*, 279–281. doi:10.1037/pro0000114

Lally, S. J., & Williams, C. L. (2017). Response to Ben-Porath’s update to Williams and Lally (2017). *Professional Psychology: Research and Practice, 48*(4), 282–285.
<https://doi.org/10.1037/pro0000157>

‘An update to Williams and Lally’s (2016) analysis of MMPI-2–RF acceptance:’ Correction to Ben-Porath (2016). (2017). *Professional Psychology: Research and Practice, 48*(4), 285.
<https://doi.org/10.1037/pro0000139>

Practical Comparisons Between MMPI-2 and MMPI-2-RF

Dodd, C. G., Courrégé, S. C., Weed, N. C., & Deskovitz, M. A. (2020). A comparison of the descriptive information from the MMPI-2 and MMPI-2–RF. *Journal of Personality Assessment, 102*(1), 45–55. <https://doi.org/10.1080/00223891.2018.1504054>

Review MMPI-3 Case 2 to discuss in class

Week 4

Widiger, T. A., & McCabe, G. A. (2020). The Alternative Model of Personality Disorders (AMPD) from the Perspective of the Five-Factor Model. *Psychopathology, 53*(3–4), 149–156.
<https://doi.org/10.1159/000507378>

Groth-Marnat, G., & Wright, A. G. (2016). NEO PI. *Handbook of psychological assessment* (6th ed.). Wiley.

Groth-Marnat, G., & Wright, A. G. (2016). Brief instruments for treatment planning, monitoring, and outcome. *Handbook of psychological assessment* (6th ed.). Wiley.

Week 5

Mihura, J. L., & Meyer, G. J. (2015). Rorschach Inkblot Test. In R. Cautin & S. Lilienfeld (Eds.), *The encyclopedia of clinical psychology*. (p. 1-6). Wiley-Blackwell. doi: 10.1002/9781118625392.wbecp517

Mihura, J. L. & Meyer, G. J. (2018). Introduction to R-PAS. In J. L. Mihura & G. J. Meyer (Eds.). *Using the Rorschach Performance Assessment System (R-PAS)* (pp. 3-22). New York, NY: Guilford Press.

****Both of the above are brief**

Mihura, J. L., Meyer, G. J., Dumitrascu, N., & Bombel, G. (2013). The validity of individual Rorschach variables: Systematic reviews and meta-analyses of the comprehensive system. *Psychological Bulletin*, 139, 548-605.

****Read in more detail**

Wood, J. M., Garb, H. N., Nezworski, M. T., Lilienfeld, S. O., & Duke, M. C. (2015). A second look at the validity of widely used Rorschach indices: Comment on Mihura, Meyer, Dumitrascu, and Bombel (2013). *Psychological Bulletin*, 141(1), 236–249.

Mihura, J. L., Meyer, G. J., Bombel, G., & Dumitrascu, N. (2015). Standards, accuracy, and questions of bias in Rorschach meta-analyses: Reply to Wood, Garb, Nezworski, Lilienfeld, and Duke (2015). *Psychological Bulletin*, 141, 250-260.

****Skim to discuss**

Week 6

TBA: Article on criticisms of the Rorschach

Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). Interpretation (Ch. 10). *Rorschach Performance Assessment System: Administration, coding, interpretation, and technical manual*. Toledo, OH: Author.

Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). Clinical case interpretation (Ch. 11). *Rorschach Performance Assessment System: Administration, coding, interpretation, and technical manual*. Toledo, OH: Author.

Mihura, J. L. & Meyer, G. J. (2018). Principles of R-PAS interpretation. In J. L. Mihura & G. J. Meyer (Eds.). *Using the Rorschach Performance Assessment System (R-PAS)* (pp. 23-45). New York, NY: Guilford Press.

Handouts: R-PAS Interpretive Guideline Printout for Case #1

- R-PAS Case #1 to interpret in class. ****Review before class****

Week 7

Book, H. E. (1998). Identifying the CCRT focus. In *How to practice brief psychodynamic psychotherapy: The core conflictual relationship theme method* (Ch. 2). American Psychological Association.

Book, H. E. (1998). Making the unspoken components of the CCRT explicit. In *How to practice brief psychodynamic psychotherapy: The core conflictual relationship theme method* (Ch. 3) American Psychological Association.

Book, H. E. (1998). Assessment Process: Capturing Relationship Episodes While Taking a History and Carrying Out a Mental Status Examination. In *How to practice brief psychodynamic psychotherapy: The core conflictual relationship theme method* (Ch. 7). American Psychological Association.

Luborsky, L. (1998). A guide to the CCRT method. In L. Luborsky & P. Crits-Christoph (Eds.), *Understanding transference: The Core Conflictual Relationship Theme method* (pp. 15-42). Washington, DC: APA.

[**This last reading is more detailed re coding CCRT also in research.](#)

- Discussion of Case 1 and CCRT / View Part of Video

Week 8

Blais, M. A., & Smith, S. R. (2014). Improving the integrative process in psychological assessment: Data organization and report writing. In R. P. Archer and S. R. Smith (Eds.), *Personality Assessment*, 2nd ed. (pp. 433-469). New York, NY: Routledge.

Groth-Marnat, G., & Wright, A. G. (2016). The psychological report. *Handbook of psychological assessment* (6th ed.). Wiley.

Ganellen, R. J. (1996). Test interpretation III: Integrating MMPI-2-Rorschach findings. In *Integrating the Rorschach and the MMPI-2 in personality assessment* (pp. 69-82). Lawrence Erlbaum Assoc.

Behavioral

Week 9

Farmer, R. F., & Chapman, A. L. (2016). Behavioral case formulation and treatment planning. In *Behavioral interventions in cognitive behavior therapy*, 2nd edition (pp. 53- 100). Washington, DC: American Psychological Association.

Kenny, M. C., Alvarez, K., Donahue, B. C., & Winick, C. B. (2008). Overview of behavioral assessment with adults. In M. Hersen & J. Rosqvist (Eds.), *Handbook of psychological assessment, case conceptualization, and treatment, Vol. 1. Adults* (p. 3–25). John Wiley & Sons Inc.

Week 10

Hayes, S.N., & O'Brien, W.H. (2011). Behavioral assessment and case formulation (Chapters 8 and 10). New Jersey: Wiley.

Linehan, M.M. (1993). Cognitive behavioral treatment of borderline personality disorder (Chapter 9, Behavioral analysis strategies, pg. 254-264). New York: Guilford.

Week 11

None

Personality & Psychopathology

Week 12

None

Child

Week 13

Achenbach, T. M. (2011). Commentary: Definitely more than measurement error: But how should we understand and deal with informant discrepancies? *Journal of Clinical Child & Adolescent Psychology*, 40, 80-86.

- Achenbach (2010). Multicultural Evidence-Based Assessment of Child and Adolescent Psychopathology. *Transcultural Psychiatry, 47*, 707-726.
- De Los Reyes, A., Augenstein, T. M., & Aldao, A. (2017). Assessment issues in child and adolescent psychotherapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents, Third Edition* (pp. 537-554). New York: Guilford.
- De Los Reyes, A. (2011). Introduction to the Special Section: More than measurement error: Discovering meaning behind informant discrepancies in clinical assessments of children and adolescents. *Journal of Clinical Child & Adolescent Psychology, 40*, 1-9.
- De Los Reyes, A., Youngstrom, E. A., Pabon, S. C., Youngstrom, J. K., Feeny, N. C., & Findling, R. L. (2011). Internal consistency and associated characteristics of informant discrepancies in clinic referred youths age 11 to 17 years. *Journal of Clinical Child & Adolescent Psychology, 40*, 36-53.
- Rescorla, L. A. (2009). Rating scale systems for assessing psychopathology: The Achenbach System of Empirically Based Assessment (ASEBA) and the Behavior Assessment System for Children-2 (BASC-2). In J. L. Matson, F. Andrasik, M. L. Matson (Eds.), *Assessing childhood psychopathology and developmental disabilities* (pp. 117-149). New York, NY: Springer.

Week 14

- De Los Reyes, A., Augenstein, T. M., & Aldao, A. (2017). Assessment issues in child and adolescent psychotherapy. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents, Third Edition* (pp. 537-554). New York: Guilford.
- Doss, B. D. (2004). Changing the way we study change in psychotherapy. *Clinical Psychology: Science and Practice, 11*, 368-386.
- Holmbeck et al. (2008). Evidence-based assessment in pediatric psychology: Measures of psychosocial adjustment and psychopathology. *Journal of Pediatric Psychology, 33*, 958-80.
- Kazdin, A. E., Nock, M. K. (2003). Delineating mechanisms of change in child and adolescent therapy: Methodological issues and research recommendations. *Journal of Child Psychology & Psychiatry, 8*, 1116-1129.
- Mash, E. & Hunsley, J. (2005). Evidence-based assessment of child and adolescent disorders: Issues & challenges. *Journal of Clinical Child and Adolescent Psychology, 34*, 362-370.