Course Syllabus: PSYC 710 Personality Assessment (Assessment of Social, Emotional, and Behavioral Adjustment in children and adolescents)
Instructor: Ellen W. Rowe, Ph.D. (703) 993-4266, erowe@gmu.edu
Office Hours: Tuesday 2:00 – 4:00 and by appointment
Lecture: Monday 1:30-4:10 p.m. (Clinic Classroom)
TA: Laura Newton, lnewton3@gmu.edu
Lab: Time and location to be scheduled

Course Description: PSYC 710 introduces school psychology graduate students to modern concepts and methods of social, emotional, behavioral and personality assessment with children and adolescents.

Course Objectives:
1. To increase student awareness of the current issues and themes in assessment of children’s adjustment and personality.
2. To increase student awareness of the methods of assessment of behavioral, social, and emotional issues and personality among children and adolescents.
3. To increase student awareness of the instrumentation available for objective and projective assessments of child and adolescent adjustment and personality.
4. To begin to learn interpretation of measures of social, emotional, and behavioral adjustment and personality.
5. To begin to learn to integrate results from measures of social, emotional, and behavioral adjustment with other assessment findings.
6. To begin thinking about designing an assessment for certain types of common referral problems.

Course Structure and Requirements: This course consists of a lecture portion and lab meetings. Reading assignments for lectures given at the end of the syllabus. The materials are to be read before the designated lecture. Reading the materials is essential to getting what you will need from this class in order to be a proficient school psychologist. All materials will not be covered in class. Your lab will primarily be devoted to learning the Rorschach.

Course Design:
1. The first session will be devoted to theoretical issues.
2. Most class meetings will have a general didactic portion, and a portion devoted to participation.
3. Discussions of methods and instrumentation will take place during lectures two through eight.
4. The assessment of certain types of problems or issues will be the focus of the last few weeks of the semester.
5. The final two classes will be devoted to class presentations. Presentations will follow from your research papers (discussed below).

Honor Code: Compliance with the GMU Honor Policy is expected. At the same time, if you choose, I encourage you to study together (midterm and exam) and practice assessments with one another.
**Special Issues:** If you are a student with a disability and you need academic accommodations (i.e. extended time, large type, etc.), please see me during the first week of class and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office.

**Attendance:** You are responsible for all information from each class and lab meeting. If you miss a class, you should borrow notes from a classmate. You are also responsible for turning in assignments on the date due, even if you are not in class.

The add and drop deadlines for classes are as follows:
Last day to add - Feb. 7th
Last day to drop - Feb. 24th

**Required Texts:**

**Relevant Readings:**

Additional relevant readings may be assigned throughout the semester.

**Grading:** The percentage of the final grade contributed by each of the seven requirements is as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm examination</td>
<td>100</td>
</tr>
<tr>
<td>Final examination</td>
<td>100</td>
</tr>
<tr>
<td>Reading requirements/Class &amp; Lab participation</td>
<td>40</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Write-up of interviews</td>
<td>30</td>
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<tr>
<td>Total Points Possible</td>
<td>400</td>
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The final grade will be determined on the following scale:
A = 93-100% (372 – 400)
A- = 90-92% (360 – 371)
B+ = 87-89% (348 – 359)
B = 83-86% (332 – 347)
B- = 80-82% (320 – 331)

NB: If your grade is within a borderline range, class and lab participation may be weighed more heavily in your favor.
Interview Write-ups: You will be required to conduct/observe 3 interviews: one with a parent (you may observe a second year student for this or conduct one of your own; one with a child over the age of 7; and one with a child under the age of 7. You are to compose a brief written reflection of your experience with the interview (i.e. what, if anything, made you nervous, what went well, what would you do differently the next time, what are the differences among interviews with a parent, child, and preschooler). If you do an observation, the reflection should not be a critique. Instead, it should be a reflection on the interview.

Research Paper: A research paper is due April 10. The length is to be 10 to 20 pages. Topics are to be related to current issues in social-emotional assessment. Topics are to be discussed with and approved by the professor. Discussions and approval should take place before spring break. All citations in your papers are to be from the original source.

The format of the midterm and exams will be determined in class.

All assignments must be completed by their due dates. Grade deductions may occur for assignments not turned in by the date due.

SCHEDULE OF TOPICS AND READINGS

Jan. 23  Review Syllabus; introduction to issues of social/emotional assessment (including ethical issues  
(Reading: Sattler, Chapters 1 & 3)

Jan 30  Interviewing  
Reading: Loney & Frick (Chapter 10 in Reynolds and Kamphaus); Sattler, Chapters 5, 6, & 7

Feb. 6  Objective Measures: broad band behavioral measures  
Reading: Thorpe, Kamphaus, & Reynolds (Chapter 17 in Reynonlds & Kamphaus); Achenbach & McConaughy (Chapter 18 in Reynonlds & Kamphaus); Sattler, pp. 276-278; Sattler, pp. 278 (BASC); Sattler, pp. 283 (Conners); Sattler, pp. 284 (Devereux); Sattler, pp. 287 (PIC); Sattler, pp. 288 (Revised Behavior Problem Checklist)

Feb. 13  Objective Measures: self-report measures & issues with self report  
Reading: Sattler, pp. 274 (Millon); Rowe (Chapter 16 in Reynonlds & Kamphaus)

Feb. 20  Objective Measures: narrow band measures; assessing family context  
Reading: Sattler, 362, 364-365 (Beck Anxiety & Depression, CDI, & Reynolds Depression) Carlson (Chapter 21 in Reynonlds & Kamphaus); Sattler, pp. 295-297
INTERVIEW WRITE-UPS DUE

Feb. 27  Behavioral Observations & Functional Behavioral Assessment  
Reading: Winsor (Chapter 11 in Reynolds and Kamphaus), Sattler, Chapters 8, 9, 13

Mar. 6  Midterm

Mar. 13  SPRING BREAK
Mar. 20  Midterm Adaptive Behavior (MR assessment)  
**Reading:** Sattler, Chapters 11 & 18

Mar. 27  Projective Measures: introduction & storytelling  
**Reading:** Barnet, MacMann, & Lentz, pp.13-14, (Chapter 1 in Reynolds and Kamphaus), Chandler (Chapter 3 in Reynolds and Kamphaus), Dupree & Prevatt (Chapter 3 in Reynolds and Kamphaus)

Apr. 3  Projective Measures: drawings & sentence completion  
**Reading:** Knoff (Chapter 5 in Reynolds and Kamphaus)

Apr. 10  Social, Emotional & Behavior Problems: assessment in schools  
**RESEARCH PAPER DUE**

Apr. 17  Assessment of Externalizing Problems: Attention Deficit/Hyperactivity Disorder, oppositional & conduct problems  
**Reading:** Ricco & Reynolds (Chapter 13 in Reynolds and Kamphaus); Neul, Applegate, & Drabman (Chapter 14 in Reynolds and Kamphaus)

Apr. 24  Assessment of Internalizing Problems: anxiety, depression, & suicidality  
**Reading:** Semrud-Clikeman, Bennett, & Guli (Chapter 12 in Reynolds and Kamphaus); Robinson (Chapter 23 in Reynolds and Kamphaus)

Apr. 24  Class Presentations

May 1  Class Presentations (cont.), catch-up