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# George Mason University

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

Exner, J. (2001). *Rorschach workbook for the comprehensive system- 5th Edition*. Ashville, NC: Rorschach Workshops.

Reynolds, C. R., & Kamphaus, R. W. (2003). *Handbook of psychological & educational assessment of children: Personality, behavior, and context, Second Edition*. New York: Guilford.

Sattler, J. M. (2005). *Assessment of children: Behavioral, social, and clinical foundations, Fifth Edition*. La Mesa, CA: Jerome M. Sattler Publisher.

**Relevant Readings:**

American Psychological Association (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073. Also available at <http://www.apa.org/ethics/>

National Association of School Psychologists, Professional Standards Revision Committee (2000). *Principles for professional ethics*. Available at <http://www.nasponline.org/pdf/ProfessionalCond.pdf>

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:

Midterm examination	100 points
Final examination	100 points
Reading requirements/Class & Lab participation	40 points
Research Paper	100 points
Class Presentation	30 points
Write-up of interviews	30 points
Total Points Possible	400

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

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|---------|---|
| Jan. 23 | Review Syllabus; introduction to issues of social/emotional assessment (including ethical issues<br><b>(Reading: Sattler, Chapters 1 &amp; 3)</b>   |
| Jan 30  | Interviewing<br><b>Reading: Loney &amp; Frick (Chapter 10 in Reynolds and Kamphaus); Sattler, Chapters 5, 6, &amp; 7</b>  |
| Feb. 6  | Objective Measures: broad band behavioral measures<br><b>Reading: Thorpe, Kamphaus, &amp; Reynolds (Chapter 17 in Reynolds &amp; Kamphaus); Achenbach &amp; McConaughy (Chapter 18 in Reynolds &amp; 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)</b> |
| Feb. 13 | Objective Measures: self-report measures & issues with self report<br><b>Reading: Sattler, pp. 274 (Millon); Rowe (Chapter 16 in Reynolds &amp; Kamphaus)</b>   |
| Feb. 20 | Objective Measures: narrow band measures; assessing family context<br><b>Reading: Sattler, 362, 364-365 (Beck Anxiety &amp; Depression, CDI, &amp; Reynolds Depression) Carlson (Chapter 21 in Reynolds &amp; Kamphaus); Sattler, pp. 295-297</b><br><b>INTERVIEW WRITE-UPS DUE</b>   |
| Feb. 27 | Behavioral Observations & Functional Behavioral Assessment<br><b>Reading: Winsor (Chapter 11 in Reynolds and Kamphaus), Sattler, Chapters 8, 9, 13</b>  |
| Mar. 6  | <b>Midterm</b>  |
| Mar. 13 | <b>SPRING BREAK</b>   |

- 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