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 11:30 – 1:30 and by appointment
Lecture: Thursday 11:30 - 2:10 (Center classroom)
TA: Juan Villalta (jvillalt@MASONLIVE.gmu.edu)
Lab: Wednesday 3:00 – 5:00

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.

Course Structure and Requirements: This course consists of a lecture portion and lab meetings. Reading assignments for lectures are 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. Most class meetings will have a general didactic portion, and a portion devoted to participation.
3. Discussions of methods and instrumentation will take place throughout the semester.
4. The assessment of certain types of problems or issues will be the focus of the last few weeks of the semester.
5. During labs, you will learn and practice Rorschach administration and scoring procedures.

Honor Code: Compliance with the GMU Honor Policy is expected. At the same time, if you choose, I encourage you to study together for tests and exams unless otherwise noted. You may also want to practice assessments with one another.

Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and
instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.

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 - Jan. 29th
Last day to drop - Feb. 22nd

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 eight requirements is as follows:

<table>
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<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm examination</td>
<td>50</td>
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<tr>
<td>Final examination</td>
<td>50</td>
</tr>
<tr>
<td>Behavioral Observation</td>
<td>20</td>
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<tr>
<td>1 Comprehensive Reports (assessment data provided)</td>
<td>100</td>
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<tr>
<td>Write-up of interviews</td>
<td>30</td>
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<tr>
<td>Total Points Possible</td>
<td>250</td>
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The final grade will be determined on the following scale:

A  =  93-100% (217 – 250)
A- =  90-92%  (203 – 216)
B+ =  87-89%  (190 – 202)
B  =  83-86%  (172 – 189)
B- =  80-82%  (160 – 171)
NB: If your grade is within a borderline range, class and lab participation will be weighed 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.

**Behavioral Observation:** You will be given data from a classroom behavioral observation. You are to write up the observation in the format discussed in class.

**Comprehensive Report:** You will be required to write one comprehensive assessment report. The assessment data (interview information and test results) will be provided. Although the assessment data are based on a “real” case, all identifying information will have been changed. The focus of the case will be social-emotional in nature. At the same time, cognitive and achievement results will be provided and will need to be integrated into the report. Different parts of the report will be due throughout the semester. A final, comprehensive report will be due April 28. The degree to which you incorporate revisions will be taken into account for the final grade. In other words, the final report counts for only 20 points; however, previous sections that are revised well will be given extra attention in the overall grading of the report.

The format of the midterm and exam 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**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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| Jan. 24 | Review Syllabus; introduction to issues of social/emotional assessment (including ethical issues)  
  *(Reading: Sattler, Chapters 1 & 3)* |
| Jan. 31 | Interviewing  
  **Reading:** Loney & Frick (Chapter 10 in Reynolds and Kamphaus); Sattler, Chapters 5, 6, & 7 |
| Feb. 7  | Objective Measures: broad band behavioral measures (Introduction & ASEBA)  
  **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. 14 | Objective Measures: broad band continued (BASC, Devereux, & PIC)  
  **Report:** Identifying Information, Referral and Background sections due |
| Feb. 21 | Objective Measures: narrow band measures (Conners’, CDI, Beck Scales, RCMAS)  
  **Reading:** Sattler, 362, 364-365 (Beck Anxiety & Depression, CDI, & Reynolds Depression) |
Feb. 28  Objective Measures: self-report measures & issues with self report; assessing family context (MMPI-A, MACI) (Parenting Stress Index)
Reading: Sattler, pp. 274 (Millon); Rowe (Chapter 16 in Reynollds & Kamphaus); Sattler, pp. 295-297

Report: Behavioral Observations, Cognitive, and Achievement results due

Mar. 7  Adaptive Behavior (assessment of ID)
Reading: Sattler, Chapters 11 & 18

Mar. 14  SPRING BREAK

Mar. 21  MIDTERM  (topics to be covered: introduction & issues, interviewing, broad band measures, narrow band measures, self-report inventories, family context, adaptive behavior, assessment of ID)

Mar. 28  Behavioral Observations & Functional Behavioral Assessment
Reading: Winsor (Chapter 11 in Reynolds and Kamphaus), Sattler, Chapters 8, 9, 13
Report: Beginning of Social/Emotional section, Rating Scales paragraphs

Apr. 4  Projective Measures: introduction & storytelling (TAT, CAT, Roberts-2, TEMAS)
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)
BEHAVIORAL OBSERVATION DUE

Apr. 11  Projective Measures: drawings & sentence completion (Family Kinetic Drawing, DAP-SPED, & other drawings; Child Sentence Completion, Adolescent Sentence Completion)
Reading: Knoff (Chapter 5 in Reynolds and Kamphaus)

Apr. 18  Social, Emotional & Behavior Problems: assessment in schools (Educational Criteria)
Reading: Manuscript by Rowe
Report: Projectives and remainder of Social Emotional Section

Apr. 25  Assessment of Externalizing Problems: Attention Deficit/Hyperactivity Disorder, oppositional & conduct problems (DSM-IV criteria, CPTs)
TBA
Reading: Ricco & Reynolds (Chapter 13 in Reynolds and Kamphaus); Smith, Barkley, & Shapiro (Chapter 2 in Assessment of Childhood Disorders, Mash & Barkley eds.)
Total Report with Summary and Conclusions as well as Revisions based on feedback

May 2  Assessment of Internalizing Problems: anxiety, depression, & suicidality (Assessment of suicidality)
Reading: Semrud-Clikeman, Bennett, & Guli (Chapter 12 in Reynolds and Kamphaus); Robinson (Chapter 23 in Reynolds and Kamphaus)
INTERVIEW WRITE-UPS DUE