Syllabus

Course Information:
PSYC 5369 Psychological Assessment of Children and Adolescents
Fall 2017
Mondays 5:00 – 7:45
Location: BEP 213

Instructor Information:
Megan Swisher, PhD
Office hours: Before or after class by appointment
Telephone: (214) 289-1860
Email address: mswisher@uttyler.edu (preferred method of contact)

Course Catalog Description
A survey course in the psychological assessment of children and adolescents. Includes a review of basic psychometrics and classification systems for child psychopathology. Focuses on different types of assessment procedures used with children and adolescents as well as the assessment/diagnostic process. Attention given to specific psychological disorders of children and adolescents.

Student Learning Outcomes
• Students will gain knowledge about statistics and psychometric concepts related to assessment. {NASP DOMAIN 2.9}

• Students will learn how biological, cultural, and social influences interact and impact academic, emotional, social and behavioral functioning. {NASP DOMAIN 2.8}

• Students will gain knowledge of varied methods of assessment and data collection used to identify both strengths and needs in children and adolescents. {NASP DOMAIN 2.1, 2.5, 2.6}

• Students will learn how to interpret and integrate assessment results and make sound recommendations for effective services, programming, and interventions for home and school. {NASP DOMAINS 2.1, 2.5, 2.6, 2.7}

• Students will learn about ethical standards related to the assessment process (NASP and APA) and will be able to use decision-making skills to anticipate and address ethical dilemmas. {NASP DOMAIN 2.10}

• Students will recognize the limits of their own competencies and knowledge base and identify ways in which to address areas of professional weakness if needed. {NASP DOMAIN 2.10}
Assignments & Assessments

- **Mid-Term** – 200 points (In Class)
  This exam will cover information from the readings and discussions during the first seven weeks of class.

- **Final Exam** – 200 points (In Class)
  This exam will cover information from the readings and discussions during the semester.

- **Presentation** – 100 points
  Students will be required to select and research one narrow-band assessment instrument and present the information to the class. Grading rubric will be provided.

- **Assessments** – 200 points each
  Students will be required to complete two evaluations and write one report for each. Specific guidelines are provided below:
  - One evaluation must be conducted with a child age 6-11 and the other must be conducted with an adolescent age 12-17.
  - A brief interview should be conducted with one guardian of each child.
  - A developmental history should be completed by one guardian of each child.
  - The BASC-3 Parent Report and Self Report should be completed for each child.
  - The WJ IV COG must be completed for one child and may be completed for both. The KABC-II may be used for the second administration with instructor permission. (Select subtests will be identified in class.)
  - The WJ IV ACH must be completed for one child. (Select subtests will be identified.)
  - A report will be written and submitted for each evaluation.
  - A document containing parent consent must be submitted for each child.
  - The first assessment must be video recorded and submitted.

- **Class Participation/Attendance** – 100 points
  Students are expected to attend class each week and participate in class discussions. Five points will be deducted for each missed class unless approved, and five points will also be deducted for arriving to class more than 10 minutes late or leaving more than 10 minutes early. Additionally, five points will also be deducted when students do not participate in class.

**Evaluation and Grading**
There is a total of 1000 points available in the class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Points Earned</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term</td>
<td>200</td>
<td>900 – 1000</td>
<td>A</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>800 – 899</td>
<td>B</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
<td>700 – 799</td>
<td>C</td>
</tr>
<tr>
<td>Evaluation #1</td>
<td>200</td>
<td>600 – 699</td>
<td>D</td>
</tr>
<tr>
<td>Evaluation #2</td>
<td>200</td>
<td>0 – 599</td>
<td>F</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>100</td>
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Required Texts


Related Readings
Please note that this text is not required and is supplemental reading. Information from this source will be integrated with the class lectures.


In addition to these texts, other resources and journal articles will shared and discussed throughout the course.

Course Policies (attendance, make-up assignments, etc.)
Course attendance and participation is an integral part of learning; therefore, attendance for each class is required. If for some reason a student is unable to attend class, the instructor should be notified as soon as possible.

Topical Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Introductions&lt;br&gt;Review of Syllabus&lt;br&gt;Introduction to Assessment&lt;br&gt;Psychometrics Related to Assessment</td>
</tr>
<tr>
<td>2</td>
<td>Sep 11</td>
<td>The Assessment Process&lt;br&gt;Diversity in Children&lt;br&gt;Introduction to CHC Theory&lt;br&gt;Introduction to the WJ IV COG</td>
</tr>
<tr>
<td>3</td>
<td>Sep 18</td>
<td>WJ IV COG Administration, Scoring &amp; Interpretation</td>
</tr>
<tr>
<td>4</td>
<td>Sep 25</td>
<td>WJ IV COG &amp; WJ IV ACH (Possible introduction to the KABC-II)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters</td>
</tr>
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<td>-------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 5 Oct 2 | Interviews & Observations               | *Sattler* Ch. 5 General Interviewing Techniques  
|       |                                            | Ch. 6 Interviewing Children, Parents, Teachers & Families  
|       |                                            | Ch. 7 Other Considerations Related to the Interview  
|       |                                            | Ch. 8 Observation Methods, Part I  
|       |                                            | Ch. 9 Observation Methods, Part II  
|       |                                            | Resource Guide Appendices A, B & C  
|       |                                            | Resource Guide Tables L-1 & L-2                                              |
| 6 Oct 9 | Rating Scales                            | *Sattler* Ch. 10 Broad Measures of Behavioral, Social & Emotional Functioning & of Parenting & Family Variables  
|       |                                            | Ch. 14 Disruptive Disorders, Anxiety & Mood Disorders, & Substance-Related Disorders |
| 7 Oct 16 | Report Writing                       | *Sattler* Ch. 25 Report Writing  
|       | Mid-Term                                 | Resource Guide Table L-17                                                  |
| 8 Oct 23 | ADHD & Executive Function Assessment               | *Sattler* Ch. 15 Attention-Deficit/Hyperactivity Disorder  
|       |                                            | Resource Guide Appendices G & M                                             |
| 9 Oct 30 | Autism Assessment                    | *Sattler* Ch. 22 Autism Spectrum Disorder  
|       | Guest Speaker                           | Resource Guide Appendix J                                                  |
| 10 Nov 6 | ID & Gifted Assessment                | *Sattler* Ch. 11 Adaptive Behavior  
|       |                                            | Ch. 18 Intellectual Disability  
|       |                                            | Ch. 19 Giftedness  
|       |                                            | Resource Guide Appendix I                                                  |
|       |                                            | Resource Guide Table L-13                                                  |
| 11 Nov 13 | Brain Injuries                  | *Sattler* Ch. 23 Brain Injuries: Theories & Rehabilitation  
|       | Intro to Neuropsychological Assessment | Ch. 24 Brain Injuries: Assessment  
|       |                                            | Resource Guide Tables: L-14, L-15, L-16                                    |
| 12 Nov 27 | Presentations                      | Presentations Due                                                          |
|       |                                            | Ch. 20 Visual Impairments  
|       |                                            | Ch. 21 Hearing Loss                                                        |
| 14 Dec 11 | Final Exam                            | Final Exam                                                                 |
University Policies:

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.
Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
• copying from another student’s test paper;
• using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or
information about an unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.