PSY 576  
**Psychological Assessment of Children & Adolescents**  
**Monday & Wednesday 10:00am - 2:00 PM**  
**Summer II 2013**

**Instructor:** Dr. DeMarquis Hayes  
**Office:** MPLX  
**Telephone:** 903-886-5418  
**Email:** demarquis.hayes@tamuc.edu  
**Office Hours:** Monday & Wednesday 2-3pm or by appointment  
**Class:** MPLX

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**Students with Disabilities:**  
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:  

**Office of Student Disability Resources and Services**  
Texas A&M University-Commerce  
Gee Library  
Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu

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**Catalog Course Description:** This course will focus on assessment and diagnostic/eligibility considerations pertaining to children and adolescents (ages 3-21) exhibiting characteristics of various disabilities as defined by IDEIA (Individuals with Disabilities Education Improvement Act) and the DSM-IV-TR. Students will develop knowledge and skills related to multiple assessment techniques frequently used in determining diagnostic/eligibility criteria. Such techniques include interviewing, behavior rating scales, behavior observations, and specific standardized instruments designed to aide in the identification of disabilities in children and adolescents. Additional topics addressed in this course include: working with multi-disciplinary assessment teams, intervention strategies and recommendations, working with families, and multicultural considerations.

**Instructor’s description:** This course is designed to teach students concepts in psychological and social emotional assessment based on IDEIA eligibility. Students will gain experience with both objective and projective measures of personality, behavior, and emotional functioning and integrate social emotional information into psychological reports.

**Goals:**
1. To increase understanding of the assessment of children and adolescents, especially as it relates to their psychological and social emotional functioning.
2. To develop competency in the assessment of children and adolescents, especially as it relates to their psychological and social emotional functioning.

**Course Objectives (Links to NASP Model 10 Domains of Practice):**

**2.1: Data-Based Decision Making & Accountability:** You will gain knowledge of varied methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

**2.4: Interventions and Mental Health Services to Develop Social and Life Skills:** You will gain knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.
2.5: School-Wide Practices to Promote Learning  You will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

2.8: Diversity in Development and Learning  You will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.10: Legal, Ethical, and Professional Practice  You will gain knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

Required Textbook:

Additional Required Readings:

Emotional Disturbance: A Look at the Regs (Provided)
Class Format:
This course will consist of lecture, discussion groups, small group work, role-playing, and other active learning exercises. Since much of the time will be spent in discussion, it is critical that students read assigned material before class so that all students will be able to participate in the learning process. Also, students are expected to complete a lot of work (testing) outside of class.

Administrative Policies and Requirements:

Attendance, Tardiness, & Leaving Class Early. Students are expected to attend class as scheduled. Attendance is mandatory and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation upon your return to class.

Students that miss a class will have 15 points taken off of their attendance grade per absence unless the absence is excused.

In addition to attendance, being prompt for class is important. Students that are excessively late can be disruptive to the learning of other students. Please make an effort to be in class on time. Any student who is late 30 minutes or more will be counted as absent. You are more than welcomed to come to class if you are late but the same penalties for being absent will apply.

Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor at the start of class but this does not guarantee full credit for assignments to be done in class on that day. Also, leaving class early can have similar consequences as coming to class late.

Professional Conduct. Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education, Dean’s Office).

Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to reframe from using their laptops/cell phones during class.

Class Participation. All students MUST actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day’s class to be completed prior to coming to class.

Leo Mail and eCollege. All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollge. I WILL NOT send communication about the class to personal email accounts.

Late Assignments: Late assignments will NOT be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor’s note in case of illness or copy of a funeral program in case of a death of a loved one).

Academic Integrity. All students are expected to conform to the Texas A&M University-Commerce’s Code of Student Conducted Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be
directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University.

**Course Requirements and Grade Determination:**

1. Attendance: **100 points**
2. Weekly Quizzes: There will be 5 weekly quizzes covering the material for that week. Quizzes will be either in person or done via eCollege (when applicable). **100 points**
3. Psychological reports: Students will complete 2 psychological reports (including scoring & interpretation of materials, eligibility determination, recommendations). **200 points**
4. Presentation of Assessment Instrument – For this assignment students are to select a personality/behavioral instrument not covered in class and provide us with a brief overview of its intended use as well as its technical features. **25 points**

**No Late Assignments will be Accepted.**

**Evaluation:**

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<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
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<tr>
<td>Quizzes</td>
<td>100</td>
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<tr>
<td>Psychological Reports</td>
<td>200</td>
</tr>
<tr>
<td>Assessment presentation</td>
<td>25</td>
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<tr>
<td><strong>Total points possible</strong></td>
<td>425</td>
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</tbody>
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**Grades**

- A = 90% and above
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = < 60%

**Summer II 2013 Course Schedule PSY 576 (Subject to Change)**

**Week 1**

7/8 Course Introduction; Clinical Interviews; Behavioral Observations; Report Writing

7/10 TEA regulations & criteria for Emotional Disturbance (ED); ED vs. Social Maladjustment; Report Writing

Readings
- Cullinan & Kauffman (2005)
- ED regs (provided)

**QUIZ 1**

**Week 2**

7/15 Broad Measures of Behavioral, Social, & Emotional Functioning: BASC-2; CBCL; Conners 3; MACI, MCMI, BYI

Readings
- Bergeron et al. (2008)
- Myers et al. (2010)
- Sattler & Hoge, Chapter 10 (provided)

7/17 Projective Assessment Measures: Projective Drawings, Roberts-2, & Sentence Completion

Readings
- Flanagan (2008)
Groth-Marnat & Roberts (1998)
Hart et al. (1983)
Koppitz (1983)
Rogers et al. (2003)

QUIZ 2

Week 3
7/22 Behavior Disorders: ADHD, CD, & ODD
Mash & Barkley (2006) Treatment Chapters 2-3
7/24 Mood Disorders & Suicide Risk
Readings Mash & Barkley (2007) Assessment Chapters 5-7
Mash & Barkley (2006) Treatment Chapter 5

QUIZ 3
Psychological Report #1 Due

Week 4
7/29 Anxiety Disorders & Schizophrenia
Readings Mash & Barkley (2007) Assessment Chapters 8, 9, 11
Mash & Barkley (2006) Treatment Chapter 4

Presentation Day

7/31 Developmental Disorders
Readings Mash & Barkley (2007) Assessment Chapters 10, 12
Mash & Barkley (2006) Treatment Chapters 6, 7

QUIZ 4

Week 5
8/5 Children at Risk (Abuse & Neglect)
Readings Mash & Barkley (2007) Assessment Chapters 14, 15
Mash & Barkley (2006) Treatment Chapters 9, 10

Presentation Day
Psychological Report #2 Due

8/7 Substance Use & Abuse; Eating Disorders
Readings Mash & Barkley (2007) Assessment Chapters 4, 16
Mash & Barkley (2006) Treatment Chapters 11, 12

QUIZ 5