

UNIVERSIDAD DE PUERTO RICO
RECINTO UNIVERSITARIO DE MAYAGUEZ
DECANATO DE ASUNTOS ACADÉMICOS

SOLICITUD PARA MODIFICACIONES A CURSOS REGISTRADOS

Unidad: Mayagüez		Colegio: Artes y Ciencias	
Departamento/Programa: Psicología			
Título del Curso: SOCIOEMOTIONAL ASSESSMENT OF CHILDREN AND ADOLESCENTS		Codificación Alfanumérica: PSIC 6350	
INFORMACIÓN SOBRE CAMBIOS SOLICITADOS			
TIPO DE CAMBIO	INFORMACIÓN VIGENTE	CAMBIO SOLICITADO	
☐ Código alfabético			
☐ Código numérico			
☐ Título en español			
☐ Título en inglés			
☐ Tipo de curso			
☐ Modalidad en que se ofrece			
☐ Ubicación de curso			
☒ Prerrequisitos	PSIC 6320 Cognitive Assessment And PSIC 6035 Diagnostic Models for Academic, Behavioral, and Emotional Disorders in Children and Adolescents	PSIC 6340 – Psychoeducational Assessment AND PSIC 6035 Diagnostic Models for Academic, Behavioral, and Emotional Disorders in Children and Adolescents	
☐ Correquisitos			
☐ Sistema de calificación			
☒ Horas de contacto	60 horas (práctica integrada) 4 créditos	3 hours of lecture per week (3 credits) 2 hours of Lab per week (1 credit)	
☒ Descripción			
DESCRIPCIÓN EN ESPAÑOL ANTERIOR Estudio de los aspectos teóricos y aplicados de las técnicas utilizadas para evaluar el funcionamiento social y emocional de niños y adolescentes con trastornos sociales emocionales. Énfasis en la discusión de aplicaciones conceptuales y clínicas del proceso evaluativo socioemocional.		NUEVA DESCRIPCIÓN EN ESPAÑOL Estudio de los aspectos teóricos y aplicados de las técnicas utilizadas para evaluar el funcionamiento social y emocional de la niñez y adolescencia con trastornos socioemocionales. Énfasis en la discusión de aplicaciones conceptuales y clínicas del proceso evaluativo socioemocional.	
DESCRIPCIÓN EN INGLÉS ANTERIOR		NUEVA DESCRIPCIÓN EN INGLÉS	

Study of the theoretical and applied aspects of techniques used in evaluating the social and emotional functioning of children and adolescents with socioemotional disorders. Emphasis on the discussion of the conceptual and clinical application of the socioemotional assessment process.	Study of the theoretical and applied aspects of techniques used in evaluating the social and emotional functioning of children and adolescents with socioemotional disorders. Emphasis on the discussion of the conceptual and clinical application of the socioemotional assessment process.
Justificación de los cambios: Cambio de horas contacto: Se dividen los cuatro créditos originales en tres créditos de teoría (3 horas contacto) y un crédito de laboratorio (2 horas contacto) para aumentar el tiempo de adiestramiento en administración, corrección, conceptualización y redacción de reporte socioemocional integrado. Cambio en descripción: Se cambió la descripción en español para ser más inclusivo.	
Fecha de efectividad de los cambios: Tan pronto sean aprobados.	

APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DEPARTAMENTO	NOMBRE Y FIRMA	FECHA
Director de Departamento		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA FACULTAD	NOMBRE Y FIRMA	FECHA
Decano de la Facultad		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DECANATO DE ASUNTOS ACADÉMICOS	NOMBRE Y FIRMA	FECHA
Decano de Asuntos Académicos		



University of Puerto Rico
Mayagüez Campus
College of Arts and Science
Department of Psychology
School Psychology Graduate Program



TEMPLATE FOR A IN-PERSON COURSE SYLLABUS

COURSE SYLLABUS

GENERAL INFORMATION:

COURSE TITLE:	SOCIAL-EMOTIONAL ASSESSMENT OF CHILDREN AND ADOLESCENTS
ALPHANUMERIC CODIFICATION:	PSIC 6350
CONTACT HOURS / CREDITS	3 hours of lecture per week (3 credits) 2 hours of Lab per week (1 credit)
PREREQUISITES, COREQUISITES AND OTHER REQUIREMENTS:	PREREQUISITES: PSIC 6340 – Psychoeducational Assessment AND PSIC 6035 Diagnostic Models for Academic, Behavioral, and Emotional Disorders in Children and Adolescents

COURSE DESCRIPTION:

- ENGLISH: Study of the theoretical and applied aspects of techniques used in evaluating the social and emotional functioning of children and adolescents with socioemotional disorders. Emphasis on the discussion of the conceptual and clinical application of the socioemotional assessment process.
- SPANISH: Estudio de los aspectos teóricos y aplicados de las técnicas utilizadas para evaluar el funcionamiento social y emocional de niños y adolescentes con trastornos sociales emocionales. Énfasis en la discusión de aplicaciones conceptuales y clínicas del proceso evaluativo socioemocional.

LEARNING OBJECTIVES:

Course Objectives:

1. Demonstrate knowledge on effective social-emotional assessment techniques.
2. Demonstrate competence in assessment tools that are used to evaluate social and emotional disabilities (eg. depression, anxiety, ADHD, etc...). .
3. Use a variety of assessment methods (eg. Interviews, observations, etc.) and instruments (eg. Rating scales) within a comprehensive assessment model.
4. Demonstrate knowledge of various diagnosis and special education classifications for children and adolescents with social, emotional, and/or behavioral problems.
5. Use data for classification, diagnosis, decision-making, and problem-solving.

Lab Objectives

1. Apply social-emotional assessment techniques in simulated and/or supervised practice settings with children and adolescents.
2. Administer, score, interpret, and discuss results from commonly used social-emotional and behavioral assessment tools (e.g., measures of depression, anxiety, ADHD, and behavioral functioning).
3. Conduct and integrate multiple assessment methods, including interviews, behavioral observations, rating scales, record reviews, and collateral information, within a comprehensive assessment framework.
4. Practice differential diagnosis and eligibility determination through the analysis of case studies and applied assessment data related to social, emotional, and behavioral concerns.
5. Use assessment data to formulate evidence-based recommendations for classification, intervention planning, progress monitoring, and educational decision-making.
6. Develop written assessment summaries and communicate findings effectively to families, educators, and multidisciplinary teams using professional and ethical practices.
7. Demonstrate ethical, culturally responsive, and developmentally appropriate practices during the assessment and interpretation process.

SUGGESTED TEXTBOOK:

Whitcomb, S. A. (2018) *Behavioral, social, and emotional assessment of children and adolescents*. 5th ed. New York: Routledge.

COURSE OUTLINE AND TIME DISTRIBUTION:

(Example of course distribution for three (3) credits, 45 contact hours)

Outline	Contact Hours
Course Introduction: Foundations to social-emotional assessment ● Theoretical foundations ● Problem-solving process ● Legal & Ethical issues	3
Social-emotional Assessment and Cultural Diversity ● Test and assessment bias ● Racial/culture identity development and its impact on assessment	3
Assessment and Classifications ● Diagnostic Manual ● Individuals with Disabilities Education Act	3
Assessment Methods ● Observations ● Behavior rating scales	6
Interviewing techniques ● Interviewing children and adolescents ● Interviewing caregivers and teachers ● Interviewing during a crisis	3
Self-report Assessment techniques	3
Sociometric and projective/expressive assessment techniques	3
Assessing Externalizing Problems	4

● Attention and deficit disorders ● Conduct disorders ● Aggressive disorders	
Assessing Internalizing Problems ● Depressive disorders ● Anxiety disorders ● Somatic Symptom and Related Disorders ● Attention and deficit disorders ● Conduct disorders Aggressive disorders	4
Assessing Other Behavioral, Social, and Emotional Problems ● Autism Spectrum Disorder ● Schizophrenia Spectrum and Other Psychotic Disorders ● TIC disorders ● Feeding and Eating disorders	4
Assessing Social Skills and Social-Emotional Strengths	3
Assessing Social and Emotional Behavior of Young Children	3
Universal screening in the Schools	3
Total Hours: (equivalent to contact period)	45

Lab Outline	Contact Hours
Lab Introduction: Foundations to social-emotional assessment	2
Social-emotional Assessment and Cultural Diversity ● Development of racial/cultural identity ● Rapport ● Interview ● Stereotypes and biases	2
Assessment and Classifications ● Explaining differences between diagnostic criteria and eligibility criteria ● Writing a diagnostic eligibility vs writing an eligibility criteria	2
Assessment Methods - observations ● Conducting various observations ● Functional Behavioral Assessment ● Interobserver agreement ● Writing observations in an assessment report	2
Assessment Methods – rating scales ● Administering, scoring, and interpretation of rating scales measures (eg. Conners, BASC, ASEBA) ● Writing rating scales results and interpreting results in a report	2
Interviewing techniques ● Interviewing children and adolescents ● Interviewing caregivers and teachers ● Interviewing during a crisis	2

● Writing interviews in an assessment report	
Self-report Assessment ● Administering, scoring, and interpretation of self-report measures (eg. BASC, Youth Self-Report, Checklists) ● Writing self-report results and interpreting results in a report ● Integrating observations, interviews, and self-report measures in a report	2
Introduction to case conceptualization ● Use of an integrated model to conceptualize assessment ● Practice of various case conceptualizations ● Types of observations ● Rating scales to be used ● Cognitive and psychoeducational measures	2
Writing a comprehensive assessment report ● Components of the report ● Integration of data ● Recommendations	2
Assessing Externalizing Problems ● Conceptualizing cases for externalizing problems ● Administering, scoring, and interpretation of instruments to measure externalizing problems ● Differential diagnosis ● Interviews for externalizing problems	2
Assessing internalizing Problems ● Conceptualizing cases for internalizing problems ● Administering, scoring, and interpretation of instruments to measure internalizing problems ● Differential diagnosis	2
Assessing Other Behavioral, Social, and Emotional Problems ● Administering, scoring, and interpretation of instruments ● Differential diagnosis ● Interviews techniques that are target to measure other social, behavioral, and emotional problems (eg. Autism, Eating disorders, etc)	2
Treatment Plan and Recommendations	2
Providing feedback to parents and school staff	2
Role of the school psychologist in an IEP meeting	2
Total Hours: (equivalent to contact period)	30

☒ Lectures	☒ Project Based Learning
☒ Discussion	☐ Seminars or Workshops
☒ Cooperative Learning	☐ Problem Based Learning (PBL)
☐ Case Studies	☐ Flipped Classroom

☐ Lectures with Guest Speakers	
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MINIMUM OR REQUIRED RESOURCES AVAILABLE:

RESOURCE	IN-PERSON
Classroom or laboratory	Institution
Account in the institutional learning management platform (e.g. Moodle or Blackboard)	Institution
Institutional email account	Institution
Computer with high-speed internet access or mobile device with data service	Student
Programs or applications: word processor, spreadsheets, presentation editor	Student
Webcam or mobile with camera and microphone	Student
Integrated or external speakers	Student
Whiteboard	Institution
Digital projector	Institution

SUGGESTED ASSESSMENT TECHNIQUES: Include a list of available assessment techniques according to the course department. You may delete those that you will not use in the course and add/modify any that are not listed. (Examples of assessment techniques)
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Suggested Assessment Technique	Relative Weight
☒ Exams	15%
☒ Assignments	10%
☒ Laboratory	30%
☒ Oral presentations	5%
☒ Written reports	25%
☒ Portfolio	10%
☒ Attendance	5%
Total:	100%

Standard scale: 90 to 100 A; 80 < 90 B; 70 < 80 C; 60 < 70 D; < 60 F

REASONABLE MODIFICATION (REASONABLE ACCOMMODATION):
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The University of Puerto Rico (UPR) acknowledges the right of students with disabilities to an inclusive, equitable, and comparable post-secondary education. In accordance with its policy toward students with disabilities, based on federal and state legislation, every qualified student with disabilities is entitled to equal participation in those services, programs, and activities that are physically, mentally or sensorially natured and have thus substantially affected one or more major life activities, such as their area of post-secondary studies. They have the right to receive

reasonable accommodation or modifications. If you require accommodation or reasonable modification in the course, you must inform the professor without the need to disclose your condition or diagnosis. Simultaneously, you should promptly request the Office of Services for Students with Disabilities (OSEI) of the unit or campus for your need for modification or reasonable accommodation.

The University of Puerto Rico at Mayagüez (RUM) recognizes that each student has an inherited right to request reasonable accommodation according to Law 51: Law for Integral Educational Services for People with Disabilities. Every student has the right to receive reasonable accommodation if he/she presents the necessary evidence to be evaluated by the Office of Services to Students with Disabilities (OSEI-RUM), and the related information can be found at the following link: <https://www.uprm.edu/cms/index.php/page/85>. If your case is approved by OSEI-RUM, you will receive reasonable accommodation in your courses and evaluation, and you must contact each professor for course registered. For additional information contact OSEI-RUM at the Office of the Dean of Students, DE 12, via telephone 787-832-4040 extensions 6734 or 6735, email: oseirum@uprm.edu, at the virtual office: <https://meet.google.com/yvd-nrqo-mor>, or join by telephone: (US)+1 475-558-0169 PIN: 814 895 818#.

ACADEMIC INTEGRITY:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Section 6.2 of the UPR General Student Regulations (Certification No.13, 2009-2010, Board of Trustees) provides that academic dishonesty includes, but is not limited to: “fraudulent actions, obtaining grades or academic degrees by false or fraudulent simulations, copying all or part of another’s academic work, copying all or part of another’s answer to questions on an examination, taking or having another take any oral or written test or examination on behalf of another, and aiding or facilitating another person to engaging such conduct.” Any of these actions will be subject to disciplinary sanctions in accordance with the disciplinary procedure provided in the UPR General Student Regulations in force. To ensure the integrity and security of user data, all hybrid, distance-learning and online courses shall be offered through the institutional learning management platform or through tools required by the course, which uses secure connection and authentication protocols. The system authenticates the user identity using the username and password assigned through the student institutional account. The user is responsible for keeping secure, protecting, and not sharing their password with others.

POLICY AND PROCEDURES FOR MANAGING SEX AND GENDER-BASED DISCRIMINATION AT THE UNIVERSITY OF PUERTO RICO:

The Policy and procedures for managing Sex and Gender-Based Discrimination at the University of Puerto Rico, Certification No. 107 (2021-2022) of the Governing Board, certifies that the University of Puerto Rico, as an institution of higher learning and a workplace, safeguards the rights and offers a safe space for those who interact therein, whether they be students, employees, contractors, or visitors. It seeks to promote an environment that respects diversity and the rights of the university community. This policy provides a protocol for handling situations related to the following prohibited conduct in the workplace or in the

academic setting: discrimination based on sex, gender, pregnancy, sexual harassment, sexual violence, domestic violence, dating, violence, and stalking.

CONTINGENCY PLAN IN CASE OF AN EMERGENCY OR INTERRUPTION OF CLASSES

In the event of an emergency or interruption of classes, the professor will contact the students through the institutional email or other available means to coordinate the continuity of the course.

The contingency plan must preserve the modality in which the course was created and programmed in the course offering.

Certification 23-29 of the Academic Senate establishes that an In-Person course may have up to 25% of the hours at a distance and if necessary, this option may be used.

GRADING SYSTEM

☒ Quantifiable (letters, A, B, C, D, F) ☐ Not Quantifiable (Pass, Fail)

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Sattler, J. M. (2022). *Foundations of behavioral, social, and clinical assessment of children* (7th ed.). Jerome M. Sattler, Publisher, Inc.

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